

# **Youth Sexual Assault Prevention School-Based Partnership**

**San Diego Police Department Sex Crimes Unit  
San Diego Unified School District**

## **EVALUATION REPORT**

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***Funded by:***

U.S. Department of Justice  
Office of Community Oriented Policing Services

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### **For more information about:**

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To obtain copies of the curriculum materials please contact:

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San Diego, California 92101-5729  
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Curriculum materials can also be downloaded from the Sexual Assault Training and Investigations website at: <http://www.mysati.com> (click on resources).

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# **Youth Sexual Assault Prevention School-Based Partnership**

## **Evaluation Report**

### **Executive Summary**

The Youth Sexual Assault Prevention School-Based Partnership was a collaborative effort between the San Diego Police Department (SDPD) Sex Crimes Unit and the San Diego Unified School District. The purpose of the project was to develop, pilot test, and implement a sexual assault curriculum to be used with high school and middle school students. The Institute for Public Health at San Diego State University provided analysis and evaluation services to this project through a sub-contract. Results of the analysis are described using the Scanning, Analysis, Response and Assessment (SARA) model.

#### **Scanning**

Although the SDPD had been actively involved in Problem-Oriented Policing since 1988, in the early 1990s few investigative units had examined ways to practice problem solving or contribute to prevention efforts. In 1993, the SDPD Sex Crimes Unit began to apply traditional crime analysis techniques to the sex crimes reported to the unit. The Unit's goal was to learn as much as possible about the victims, offenders, and the environment of the assault. The analysis included the relationship between the victim and suspect, the age of the victim and suspect, their sexes, ethnicity, the type of assault (crime code classification), the geographical and physical location of the assault, the time of day, day of the week, and other factors such as whether a weapon or drugs and alcohol were involved. Data was analyzed for the entire preceding year (1992).

It was found that non-stranger sexual assaults accounted for 69% of the 788 sexual assaults reported to the SDPD in 1993. Upon further examination, it became apparent that the victim had the ability to make decisions prior to the assault that could have greatly reduced her risk of being sexually assaulted. Adolescents are particularly vulnerable to the crime of non-stranger sexual assault. Adolescent behavior and attitudes that encourage risk taking and the exploration of relationships with the opposite sex can also provide opportunities for predatory sexual encounters in an environment where the adolescent may not be aware of or understand the clues that indicate that he or she is in danger.

Most police officers understand that terrible things happen, and often there is nothing anyone can do to stop such tragedies as traffic accidents and random acts of violence. However, in the majority of the non-stranger sexual assault cases analyzed, it was clear that the victim had many opportunities to recognize factors that increased her risk of sexual assault. The problem was that she didn't understand her risk. Community prevention messages about sexual assault did not contain information that would have helped the victim to recognize and reduce her risk of non-stranger assault because of the continued focus on stranger danger. Unfortunately, it is more comfortable for people to think that a woman or child is most at risk amongst strangers than the people they love and believe they can trust. By continuing to deny the truth, and focusing their prevention efforts on only stranger assault, the SDPD Sex Crimes Unit felt that law enforcement was also not adequately addressing the problem.

### *The SDPD Speaker's Bureau: The Challenging Road to Implementation*

In 1993, a 40-hour Speaker's Bureau Academy was held to train volunteers to deliver a new sexual assault educational presentation developed by the San Diego Police Department with a focus on non-stranger sexual assault. The Speaker's Bureau includes a diverse group of speakers, both male and female, from several different ethnic backgrounds, ranging in age from 25-65 years. The intended audience for this presentation was any community agency, or group with an interest in the topic including students of high school and middle school age.

In 1995, after several meetings and modifications to the original Speaker's Bureau presentation, a 50-minute curriculum was accepted by the San Diego Unified School District for high school students. The presentations have been very well received. As of June 2000, the SDPD has provided a total of 542 presentations to members of the community, the majority to high school and college age students. This represents more than 16,000 individuals who have received this vital information.

The SDPD analysis clearly indicated that 75% of the sexual assault victims who reported to the SDPD were between 14 and 25 years of age. Thus, it was our desire to expand on the 50-minute high school presentation and to create a comprehensive sexual assault curriculum that had material appropriate for both high school and middle school students.

The U.S. Department of Justice, Office of Community Oriented Policing Services funded the Youth Sexual Assault Prevention School-Based Partnership, thus providing us with the opportunity to develop, pilot test, and evaluate this comprehensive curriculum.

## **Analysis**

### *Stakeholder Surveys and Focus Groups*

One of the first priorities in the development of the sexual assault curriculum for adolescents was to obtain input from key stakeholder groups as to the appropriate content and method of this instruction. The project identified six stakeholder groups whose input was solicited: 1) students, 2) parents, 3) teachers, 4) law enforcement personnel, 5) medical/forensic examiners, and 6) sexual assault victim advocates. Anonymous surveys were developed and administered by the project using convenience sampling techniques for each stakeholder group. The responses to these surveys were used for the specific purpose of collecting information for the development of curriculum materials and are not intended to be representative of a general population of the identified stakeholder groups. Chapters 1-6 of this report describe in detail the results of those surveys. Chapter 7 provides a comparison of the responses of different stakeholder groups to the surveys.

In addition, four different types of stakeholder groups participated in five focus groups to further enhance our understanding of how this curriculum should be developed. The focus group participants included: 1) two focus groups of students, 2) one focus group of victim advocates, 3) one focus group of law enforcement personnel, and 4) one focus groups of SDPD Sex Crimes Speaker's Bureau instructors. Chapter 8 of this report contains the findings of the focus groups. The SDSU Institute for Public Health provided the analysis of survey and focus groups results.

Major findings from this analysis include:

1. *Level of knowledge about sexual assault reported to law enforcement*

- Overall, only 36% of stakeholder respondents surveyed knew that 75% or more of sexual assaults reported to law enforcement involved non-strangers. Students were the least likely to know this (19%), while victim advocates were the most likely to know it (66%).
- Most survey respondents indicated that they believed the most common location for adolescent sexual assault to occur was in the victim's home. In reality, most adolescent assaults occur in the *suspect's* home or at a party or gathering.
- Survey respondents correctly identified the evening hours as the most likely time of adolescent sexual assault. Parents and teachers also correctly recognized the after-school hours as a time of high-risk.
- All stakeholder groups understood that drugs and alcohol are frequently involved in adolescent sexual assault.
- Overall, 44% of adult survey respondents indicated that they felt adolescent sexual assault victims were less likely to be believed than adult victims.
- 78% of students, 97% of victim advocates, 80% of law enforcement personnel, 81% of parents, 90% of teachers, and 100% of medical/forensic examiners surveyed indicated that it would be "helpful" or "very helpful" for them to learn more about sexual assault.

2. *The Development of a Sexual Assault Curriculum for Adolescents*

- 100% of victim advocates, 99% of parents, 97% of teachers, 94% of law enforcement personnel, and 100% of medical/forensic examiners responded that it would be "helpful" or "very helpful" for adolescents to learn more about sexual assault.
- 93% of victim advocates, 80% of law enforcement personnel, 78% of parents, 85% of teachers, and 88% of medical/forensic examiners indicated that a sexual assault curriculum should be taught in school.
- 62% of adult survey respondents indicated that content related to adolescent sexual assault should begin in the schools in grades 7/8 or earlier.
- Adult respondents indicated that this curriculum could be taught by a variety of professionals including classroom teachers, life skills teachers, counselors, law enforcement personnel, and guest speakers from advocacy organizations. Interestingly, students had a strong interest in learning this material from victims and perpetrators.
- All stakeholder groups valued different formats of instruction

including group discussion (61%), guest speakers (59%), movies/videos (54%), and lectures (31%). Students were most interested in guest speakers and movies/videos.

### 3. *The Content of an Adolescent Sexual Assault Curriculum*

Stakeholder groups identified 48 different content areas that could be included in a sexual assault curriculum for adolescents. These are listed in Chapter 8 of this report. The top 11 choices in order of frequency include:

- Definitions of rape and sexual assault
- “No means no”
- Laws and punishment related to sexual assault
- Most assaults are perpetrated by non-strangers
- What to do to report the crime
- Who is at risk for sexual assault and why?
- Alcohol/drugs and sexual assault
- Self-respect/trust your instincts
- How to protect yourself from sexual assault
- How rape victims are supported by the community
- The risk of sexually transmitted diseases

### **Response**

In response to the extensive input from stakeholder groups, the Youth Sexual Assault Prevention School-Based Partnership developed a comprehensive multi-faceted adolescent sexual assault curriculum. The curriculum contains a number of components that can be used with adolescents of different age groups, and in different environments. Some components were developed specifically for this project. In addition, other existing resources were also evaluated by the team and included as excellent educational material. Educators can select from an array of material and activities designed to enhance adolescent knowledge in the topic area and encourage role-playing to improve communication in potentially dangerous or risky situations.

To obtain copies of the curriculum materials please contact the San Diego Police Department Sex Crimes Unit, 1401 Broadway, San Diego, California 92101-5729 or (619) 531-2210. Curriculum materials can also be downloaded from the Sexual Assault Training and Investigations website at: <http://www.mysati.com>. Click on resources. Components of the developed curriculum include:

- A curriculum binder that contains the following:
  - Background information for teachers containing information about U.S. government sexual assault crime statistics, legal definitions of sexual assault, research related to the effects of sexual assault, and instructional considerations for teaching this content.
  - Two chapters with material developmentally appropriate for grades 10-12 including:
    - What is sexual assault?
    - Sexual assault risk reduction

- Setting sexual limits
- Two chapters with material developmentally appropriate for grades 9-12 including:
  - Decision Making
  - Assert Yourself!
- Two chapters with material developmentally appropriate for grades 6-9 including:
  - Who would you ask? Who would you tell?
  - Green light, yellow light, red light

The chapters in the curriculum binder can be used as stand-alone modules or in coordination with one another. The chapters contain educational messages, transparencies, teaching steps, teacher tips, examples of case scenarios, risk reduction tips, student worksheets, and suggestions for activities such as brainstorming, class discussions, continuums, small group discussions, dyads, role plays, and teacher lectures. The curriculum binder was designed so that educators could create a custom presentation for any high school or middle school class with materials especially selected by the instructor to match the needs and developmental age of his or her classroom.

- A Power Point slide show for use with a high school student audience. This show includes statistics about adolescent sexual assaults reported to the San Diego Police Department and includes case scenarios specifically designed for high school students.
- A Power Point slide show for use with a middle school student audience. This show emphasizes the development of healthy relationships, appropriate boundaries, and recognizing how to trust your instincts. Information about child abuse and sexual harassment for 6<sup>th</sup> and 9<sup>th</sup> graders included.
- A Power Point slide show focusing specifically on the California sexual assault laws most commonly applied to high school students, ways to reduce the risk of sexual assault, what both men and women need to know about sexual assault, and what to do if you become a victim.
- A number of brief Public Service Announcements (PSA) that describe adolescent sexual assault and the community response. The PSA's emphasize that non-stranger sexual assault and stranger sexual assault are both criminal behavior, they provide information about resources available to victims of sexual assault, and they encourage adolescent girls to watch out for each other in party situations or at gatherings.
- Informational brochures designed for students with relevant sexual assault material.
  - 50 things everyone should know about date and acquaintance rape
  - Alcohol, drugs, and date rape
  - A brochure originally designed for college age students is undergoing modifications for use with a high school audience including lists of local community resources.
- A student bookmark describing five ways to reduce your risk of sexual assault.
  - Strength in numbers: Use the "buddy" system or go on group dates
  - Remember, alcohol can distort your judgment.



- No substance abuse!
  - Know your limits. It's never too late to say no.
  - Say what you expect from your date. Be up front.
- An informational brochure designed for parents (The Parent Tip Brochure) describing the facts about adolescent sexual assault, the laws related to sexual assault, how to help your teen be safe, and what to do if a sexual assault occurs. A list of local resources with telephone numbers is provided on the back of the brochure.

## **Assessment**

Multiple approaches were used to assess the success of the development of the Youth Sexual Assault Prevention School Based Partnership curriculum.

### *1. Is the content correct as suggested by the stakeholder groups?*

The input of key stakeholder groups was reviewed for their suggestions for curriculum content. Stakeholder groups identified 48 possible content areas that could be included in an adolescent sexual assault curriculum (See Chapter 8 for this comprehensive list). For evaluation purposes, the developed curriculum content was compared to the content recommended by the stakeholder groups. Ninety-four percent (94%) of the suggested content areas were successfully incorporated into one or more areas of the curriculum or other support material. The three suggested areas that are not in the current version of the curriculum include: 1) education about male victims and the risk of male victimization, 2) how males can become involved in educational efforts to prevent sexual assault, and 3) the general subject of incest. These three content areas of interest to stakeholders have been communicated to those responsible for the development of the curriculum.

### *2. Middle School Pilot Test*

The newly developed Middle School curriculum with a Power Point slide show was pilot tested with a class of middle school students with great success. The content seemed appropriate, there were no unanticipated negative consequences, and it was generally felt by both the instructors and the students that it was an important educational experience. Written evaluations were very positive.

### *3. Pamphlets, Brochures, and Bookmarks*

Student and adult stakeholder focus groups were used to help evaluate the developed and selected pamphlets and brochures to ensure that the content was age and developmentally appropriate, and of interest to the intended audience. The law enforcement and SDPD Speaker's Bureau focus groups were asked to comment on the high school brochure and the parent tip brochure. They were asked to assess specific elements of the brochure on a scale of 1-5, with 1 being poor and 5 being excellent. The results show favorable responses by both groups with the Speaker's Bureau instructors more favorable to both brochures.

**Table 1. Focus Group Assessment of the High School Brochure**

<b>Brochure Characteristic</b>	<b>Law Enforcement Mean score (n=14)</b>	<b>Speaker's Bureau Mean score (n=6)</b>
Size	3.6	4.3
Format/Content	4.4	4.3
Color	3.7	4.0
Figures	3.7	4.5
Font	4.0	4.3
<b>Overall</b>	<b>3.9</b>	<b>4.3</b>

**Table 2. Focus Group Assessment of the Parent Tip Brochure**

<b>Brochure Characteristic</b>	<b>Law Enforcement Mean score (n=14)</b>	<b>Speaker's Bureau Mean score (n=6)</b>
Size	4.2	4.7
Cover	3.9	4.2
How to help your teen be safe messages	4.3	4.7
What to do if a sexual assault occurs messages	4.4	4.7
Sexual assault laws	4.4	4.5
Resource list	4.4	4.8
<b>Overall</b>	<b>4.3</b>	<b>4.6</b>

Students were asked to assess three items during their focus groups: 1) the pamphlet entitled "Alcohol, Drugs, and Date Rape," 2) the pamphlet entitled "50 Things Everyone should know about Date and Acquaintance Rape," and 3) the sexual assault informational bookmark "Anyplace, Anytime, Anyone." In general, the students liked the pamphlets more than the bookmark. There were comments that the bookmark was not colorful enough, and that the text was too cluttered on the bookmark. Students indicated that they probably would not pick up these items in general, but they thought that they should be available in such spots as the student counseling office, health office, etc.

**Table 3. Student Assessment of Two Pamphlets**

<b>Brochure Characteristic</b>	<b>Alcohol, Drugs, and Date Rape (n=35)</b>	<b>50 Things Everyone Should Know (n=35)</b>
Size	4.4	4.2
Cover	4.2	4.3
Messages	4.4	4.3
Color	4.2	4.5
Figures	4.3	4.2
<b>Overall</b>	<b>4.5</b>	<b>4.5</b>

**Table 4. Student Assessment of the Informational Bookmark**

<b>Brochure Characteristic</b>	<b>35 Student respondents</b>
Size	3.2
5 ways to reduce your risk message	3.8
What men and women need to know message	3.9
<b>Overall</b>	<b>3.7</b>

**4.     *Public Service Announcements (PSAs)***

Three public service announcements were shown to student focus groups to assess their response. The following are comments received directly from students.

- Don't use statistics in public service announcements...too boring.
- Don't use guilt. A young girl worrying about whether or not she appropriately watched out for her friend did not make a good impression on the students.
- One of the PSAs involved a girl's soccer team and messages to use the "buddy system." Those interested in soccer found it interesting and engaging because they recognized famous individuals in the PSA. Those who had no interest in soccer or sports in general did not find it engaging, and did not hear the message.
- The students were most impressed by the PSA with the message "rape is rape." This PSA showed case scenarios of stranger assault and non-stranger assault making the argument that it is the same crime. The PSA involved a lot of action and music that appealed to students. They appeared to easily hear and understand the message.

**5.     *Examination of Police Reports***

Finally, the last method used to evaluate the effectiveness of the educational efforts was to examine the annual number of reports of adolescent sexual assault to law enforcement. The San Diego Association of Governments (SANDAG) collects information about juvenile victims of violent crime for monitoring and evaluation purposes.

Many factors can influence the reporting of adolescent sexual assaults to law enforcement. For this reason, the examination of trends in reporting cannot prove that a particular intervention "caused" the trend. Trend findings are just the first step that would encourage a more rigorous evaluation design. But they are a necessary first step, and should be followed up to confirm whether a trend actually represents an intervention effect when measured with a more controlled design.

As expected, when the San Diego Police Department first initiated the Speaker's Bureau presentations to high school age students in 1995, the reporting of this crime actually increased among adolescents attending the San Diego Unified School District. This increase in reporting was expected as more students were educated about the nature of this crime and how to respond to it (reporting bias). Since 1995, the Speaker's Bureau has provided approximately 500 presentations to high school students, always refining the content of presentations with updated crime data and the latest information about current laws. The development of the comprehensive sexual assault curriculum funded by the Office of

Community Oriented Policing Services has provided the ability to continue to augment the materials and efforts of the Speaker's Bureau since the year 2000.

Table 5 describes the number of adolescent rapes reported and documented in San Diego by SANDAG in calendar years 2000 and 2001, and the percent change between the two calendar years (rape is a sub-category of all types of sexual assault as defined in the federal Uniform Crime Report - UCR). The table is organized by the time of day of the assault. From the table, it appears that there is now an encouraging downward trend in the reporting of this crime among adolescents in San Diego, particularly in the daytime and after school hours. In addition, in calendar year 2000 there was also a similar downward trend in the reporting of the crime of unlawful sexual intercourse with a minor (statutory rape). Interestingly, there was no similar downward trend in San Diego in the reporting of sexual crimes against adult women, suggesting that there is some factor influencing the adolescent population not present for adults. Further studies would be helpful to determine with more certainty whether or not the educational efforts pursued through this project had a significant influence on this finding.

**Table 5. A Comparison of Adolescent Reports of Rape in San Diego: 2000 – 2001**

<b>Time Period</b>		<b>Number 2000</b>	<b>Number 2001</b>	<b>%Change</b>
<b>Daytime Hours</b>	0830 - 1329	19	15	-21%
<b>After School Hours</b>	1330 - 2159	48	35	-27%
<b>Curfew Hours</b>	2200 - 0829	40	43	8%
<b>All hours</b>		107	93	-13%

# Chapter 1

## Student Survey Results

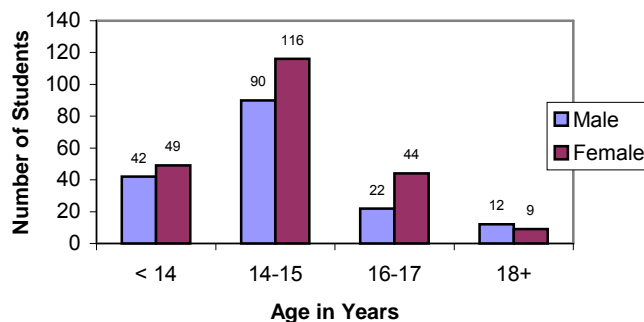
### Student Demographics

The student survey was distributed to students attending a San Diego Police Department (SDPD) Speaker's Bureau presentation sponsored by the San Diego Unified School District. Eight different classes at seven schools (five high schools and two middle schools) were surveyed. Convenience sampling was used. The student responses to these surveys were used for the specific purpose of collecting information for the development of curriculum materials and are not intended to be representative of a general population of students. The survey questions asked respondents to describe their knowledge of adolescent sexual assault, whether or not they would like to learn more information in this topic area, and how this information might best be taught. No questions about behavior, attitudes, or beliefs were included in the survey. Completion of the survey was entirely voluntary and anonymous. School district personnel decided which classes would be surveyed based on convenience and ease of scheduling. No formal sampling strategies were used, but an attempt was made to include students ages 14-18 years, to survey both male and female students, and to survey schools in different geographic areas of the city. A total of 388 completed student surveys analyzed for this project.

Fifty-six percent (56%) of the student respondents were female, 43% male, and 1% (2 students) unknown. In general, the ratio of male to female respondents in each class setting was nearly equal in six of the eight classes surveyed. Two high school classes were female only. Twenty-four percent (91) of the students surveyed were under 14 years of age, 53% (207) were 14-15 years, 17% (66) were 16-17 years; and 5% (21) were 18 years or older. Figure 1 graphically displays the number of student respondents by age and gender.

Ten percent of the students were in the 7<sup>th</sup> grade, 29% in the 8<sup>th</sup> grade, 27% in the 9<sup>th</sup> grade, 16% in the 10<sup>th</sup> grade, 10% in the 11<sup>th</sup> grade, and 7% were in the 12<sup>th</sup> grade. Table 1.1 displays the number of students surveyed by school type, age, and gender.

**Figure 1: Student Age and Gender**



**Table 1.1. Grade in School by Gender**

School	School Type	Gender	Grade in School						Gender Totals	School Totals
			7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>		
A	Middle	M	23	25					48	93
		F	17	28					45	
B	Middle	M		28					28	61
		F		33					33	
C	High	M			28			2	30	65
		F			35				35	
D	High	M					1	6	7	15
		F					4	4	8	
E	High	M							0	27
		F			12	9	3	3	27	
F	High	M			12	3	7	6	28	59
		F			10	1	17	3	31	
G	High	M							0	13
		F			4	3	3	3	13	
H	High	M			1	22	1		24	49
		F				23	2		25	
Totals			40	114	102	61	38	27		<b>Grand Total 382*</b>

\*Missing data, 6 respondents

### **Previous Education or Communication about Sexual Assault**

Students were asked if they had ever previously received education about sexual assault or rape. Sixty percent (60%) of the students reported they had, in fact, received this type of education. The sources of this education were quite varied including:

- School: 89%
  - Parents/home: 15%
  - TV/advertising: 8%
  - Books/magazines/computers: 2%
  - Other 4%
- (including Planned Parenthood, church, youth group, peer counseling, work, police academy, and after school programs).

Students were also asked if they had ever spoken with others about sexual assault. Overall, 63% indicated that they had spoken with others about this topic including talking with:

- Friends/peers 74%
  - Parents 52%
  - Teachers 24%
  - Relatives 15%
  - Doctors 6%
  - Others 9%
- (including church members, co-workers, police/firemen, counselors, school administrators, psychologist/psychiatrist, and martial arts instructor).

## **Knowledge of Sexual Assault**

### *Relationship, location, drugs and alcohol*

Students were asked a number of questions to determine their understanding of the characteristics of adolescent sexual assault reported to the San Diego Police Department (SDPD). The SDPD Sex Crimes Unit collects and maintains statistics on all sexual assaults reported to law enforcement including a comprehensive description of the context and character of the assault (i.e. age of the victim and suspect, relationship between victim and suspect, location of assault, etc.). It is known that approximately 75% of adolescent sexual assaults reported to the SDPD involve non-strangers (acquaintances). It is also known that the majority of adolescents (56%) report being assaulted in the suspect's home (30%) or another indoor location such as a party or gathering (26%), and that drugs and alcohol are often involved in these acquaintance assaults (31-51% of cases). Survey questions were asked to assess whether or not students had an understanding of these facts. Table 1.2 shows that only 19% of student respondents understood that 75% or more of reported adolescent sexual assaults involve acquaintances. Students appear to recognize the potential danger of a party or gathering (65% indicated that this was the most likely location for an adolescent sexual assault to occur), but seem relatively unaware of the risk of assault in a suspect's home, a crime that involves a significant betrayal of trust. The students clearly seemed to understand that drugs and alcohol contribute to the risk of adolescent sexual assault. 81% responded that drugs and alcohol were often or almost always involved in adolescent sexual assault. This may actually over-represent the influence of these substances on this crime.

**Table 1.2. Student Knowledge of Situational Characteristics of Adolescent Sexual Assault**

Survey Question	Response Choices	Respondent	
		Number	Percent
<b><i>Relationship</i></b>			
Percent of suspects who are acquaintances (i.e. two people who know each other)?	Less than 25%	65	17%
	25-50%	133	34%
	51-75%	112	29%
	Greater than 75%	74	19%
	No response	4	1%
	<b>Total</b>	<b>388</b>	<b>100%</b>
<b><i>Location</i></b>			
<u>Most likely</u> location for adolescent sexual assault?	Victim's home	42	11%
	Party or gathering	251	65%
	Suspect's home	26	7%
	Outdoors	42	11%
	Combination of above	21	5%
	No response	6	1%
	<b>Total</b>	<b>388</b>	<b>100%</b>

**Table 1.2. (continued)**

<b>Drugs/Alcohol</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
How often are drugs and alcohol involved in sexual assault?	Never	11	3%
	Sometimes but not often	59	15%
	Often	192	50%
	Almost always	122	31%
	No response	4	1%
	<b>Total</b>	<b>388</b>	<b>100%</b>

No *statistically* significant differences were found either by gender or age in the students' estimation of the prevalence of acquaintance sexual assault. However, it is clear from Table 1.3 that as students grow older, they become more aware of the risk of non-stranger sexual assault (14% of students <14 believed that more than 75% of sexual assaults reported to the police involve acquaintances while 29% of those 18 years or older understand this risk).

**Table 1.3. Percent of Respondents Believing Sexual Assault Involves Acquaintances by Age Group and Gender**

Survey Question	Response Choices	Percent Responses by Age Category				Percent Responses by Gender	
		Less than 14 years old	14-15 years old	16-17 years old	18 years old or greater	Male	Female
What percent of sexual assault reported to the police by teenagers involve acquaintances?	Less than 25%	18%	15%	20%	28%	18%	16%
	25-50%	42%	33%	27%	29%	36%	33%
	51-75%	27%	30%	33%	14%	26%	31%
	Greater than 75%	13%	21%	20%	29%	19%	19%
	No response	0%	1%	0%	0%	1%	1%
	<b>Totals</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### *Do you know where to go for help?*

Students were also asked if they knew where to go for help if they or a friend were sexually assaulted. Sixty-one percent (61%) said they knew where to seek help, 22% said they were unsure where to seek help, and 13% said they did not know where to go for help. Table 1.4 describes the responses of those students who indicated where they would go for help (216). 52% of those responding to this question named multiple resources. 68% of the students indicated they would call the police or the 911 emergency number.



**Table 1.4. Where Respondents Would Go If They Or A Friend Were Sexually Assaulted (n=216)**

Where or Who Would They Go To If Sexually Assaulted	Respondent	
	Number	Percent
Police/call 911	147	68%
Parents	90	42%
Teacher/school	37	17%
Adult	22	10%
Family/home	14	6%
Friend	16	7%
Counselor	12	6%
Anyone trusted or who cares	9	4%
Rape center or hotline	3	1%
Doctor/hospital/laboratory	4	2%
Fire station	3	1%
Other	10	5%

### **Sexual Assault Education**

Students were also asked if they felt that adolescents should learn more about sexual assault, and if so, where should they learn this information and how should it be taught. Table 1.5 displays student responses. 76% of students indicated that it would be helpful or very helpful to learn more about sexual assault, and 53% indicated that a co-ed environment would be best. Students had high interest in hearing this information from police, peers, and victims.

**Table 1.5. Student Opinions on Adolescent Sexual Assault Education**

Survey Question	Responses Choices	Respondent	
		Number	Percent
<b><i>NEED</i></b>			
How helpful to learn about sexual assault?	Not helpful at all	28	7%
	A little helpful	58	15%
	Helpful	150	39%
	Very helpful	143	37%
	No response	9	2%
	<b>Total</b>	<b>388</b>	<b>100%</b>
<b><i>WHERE</i></b>			
Best environment to learn about sexual assault?	Co-ed environment	207	53%
	Only with persons of own sex	41	11%
	Unsure	123	32%
	No response	17	4%
	<b>Total</b>	<b>388</b>	<b>100%</b>

**Table 1.5. (continued)**

<b>WHO</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
Who do you think could best teach you this topic? (n=388) (Note: Multiple responses possible)	Parents	110	28%
	Teachers	127	33%
	Family life skills teacher	105	27%
	Victims	278	72%
	Police	139	36%
	Other students like you	150	39%
	Doctors	65	17%
	Other ( <i>includes: family members, friends, survivors/victims of sexual assault, rapist, firemen, everyone</i> )	13	3%
<b>HOW</b>			
Good ways to learn more information about sexual assault? (n=388) (Multiple responses possible)	Lectures	97	25%
	Movies/video	243	63%
	Group discussions	200	52%
	Guest speakers	218	56%
	Other ( <i>includes: TV, billboards, booklets, demonstration, Internet, magazines, short stories, private conversations</i> )	36	9%
<b>TOPICS</b>			
Topics students would like to learn more about. (n=388) (Multiple responses possible)	Dating violence	197	51%
	Alcohol and drugs	170	44%
	Date rape drugs	230	59%
	Where to go for help immediately after sexual assault	184	47%
	Where to go for help a long time after sexual assault	126	32%
	How to protect yourself from sexual assault	243	63%
	Others include how to talk about being sexually assaulted, how to protect yourself during a sexual assault; relationships; suicide; consequences of sexual assault, what happens after (6%).		

Movies/videos, guest speakers, and group discussions were all popular forms of instruction with the students. There was also significant interest in information about how to protect yourself from sexual assault, date rape drugs, and dating violence.

Table 1.6 shows the association between age, gender, and the student's responses to the best environment to learn about sexual assault. Statistically significant differences ( $\alpha=0.05$ ) were found by both age and gender. Older students are clearly more comfortable learning about sexual assault in a co-ed environment. Younger students expressed more uncertainty. Females were more likely than males to feel that this information should only be learned with members of their own sex, however the majority of both males and females (58% and 54%) felt that a co-ed environment was best.

**Table 1.6. Best Environment to Learn about Sexual Assault by Age and Gender**

<b>Best Environment to Learn about Sexual Assault:</b>	<b>Student Age Category</b> $p^*=0.024$			
	Less than 14 years old	14-15 years old	16-17 years old	18 years old or more
Only with persons of your own sex	11%	10%	14%	10%
In a co-ed environment	52%	51%	72%	65%
Unsure	37%	39%	14%	25%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Best Environment to Learn about Sexual Assault:</b>	<b>Student Gender</b> $p^*=0.002$			:
	Male	Female		
Only with persons of your own sex	5%	16%		
In a co-ed environment	58%	54%		
Unsure	37%	30%		
<b>Total</b>	<b>100%</b>	<b>100%</b>		

\*Statistically significant at a level of  $\alpha = 0.05$

The question related to topics of interest appeared to be particularly important to some students. Students actually drew stars next to this question on the survey and some wrote extra notes indicating their particular interest in this aspect of the survey. There were written request to learn more about how to protect yourself from sexual assault, and the legal consequences of sexual assault. The survey also provided additional space for student comments. These comments are described in Table 1.7.

**Table 1.7. Student Comments**

<ol style="list-style-type: none"><li>1. Good program.</li><li>2. Education will not prevent sexual assault. If a person is going to do that, you can't stop them.</li><li>3. I think all of this applies to women, not men.</li><li>4. How can we help a friend who has been sexually assaulted?</li><li>5. Teachers are restricted from speaking candidly about topics such as this. I want this to change so we can speak more openly.</li><li>6. We should be taught more on statutory rape.</li><li>7. Most already know about sexual harassment/assault, we need to know how to protect ourselves.</li><li>8. Most people don't know anything about sexual assault.</li></ol>
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## **Discussion**

The specific purpose of the student survey was to assess the student's overall awareness and knowledge of sexual assault, and to obtain input about how best to teach students in this topic area. The following summarizes findings that may be helpful in the development of a sexual assault curriculum for high school and middle school students.

- 60% of the students surveyed reported previously receiving education about sexual assault with the primary source of this information being the school.
- 74% of the students indicated that they had spoken to their friends/peers about sexual assault, and 52% of students had spoken to their parents about this crime.
- Only 19% of students surveyed recognized that 75% or more of sexual assaults reported to the San Diego Police Department involve non-strangers (acquaintances). Older students are more likely to understand the risk of acquaintance assault, but even among those 18 years and older, only 29% understood the high prevalence of acquaintance assault reported to law enforcement.
- The students recognized that a party or other gathering may present risk for sexual assault, but they did not realize that many adolescent sexual assaults occur in the suspect's residence. The victims in these cases have trusted their assailant enough to return home with him. Many adolescent sexual assaults involve a significant betrayal of trust.
- 81% of students responded that drugs and alcohol are often or almost always involved in adolescent sexual assault, thus recognizing this significant risk factor.
- 61% of students indicated that they knew where to go for help if they or a friend were sexually assaulted, however a disturbing 35% were either unsure of where to seek help, or did not know where to seek help. Students need to be educated about San Diego County sexual assault resources.
- 76% of students indicated that it would be helpful or very helpful to learn more about sexual assault. Overall, 53% of students indicated a co-ed environment would be best for this type of education. Older students were more likely to be comfortable with a co-

ed environment than younger students, and female students were slightly less likely to comfortable with a co-ed learning environment.

- Peers, police, and victim advocates were the individuals cited most frequently by students as the people they thought could best teach this topic. We are not sure if students understand the definition and role of a victim advocate, students may be requesting information from victims.
- Movies/videos (63%), guest speakers (56%) and group discussions (52%) were the most frequently cited ways that students indicated they would like to learn about sexual assault.
- Students indicated that they would like to learn about a number of topics related to sexual assault, the most frequently cited were how to protect yourself from sexual assault (63%), date rape drugs, and dating violence (51%).

The findings of this survey offer a starting point for the development of a sexual assault prevention curriculum for adolescents. The fact that students are interested in learning more about sexual assault is encouraging. It is important that they be provided with the most accurate sexual assault information and resources so that they can understand the dynamics of sexual assault, participate in risk reduction strategies, and effectively utilize the community resources available to them.

## Chapter 2

### Parent Survey Results

#### **Parent Demographics**

A total of 107 completed parent surveys (collected by convenience sampling) were returned to the Institute for Public Health for analysis. The parent responses to these surveys were used for the specific purpose of collecting information for the development of curriculum materials and are not intended to be representative of a general population of parents. The majority of parent respondents were female (80%). The average age of respondents was 40.5 years with ages ranging from 25 to 62 years old. White/Anglo was the response most frequently indicated for race/ethnicity (78%), followed by Hispanic (10%), African-American (6%), Asian/Pacific Islander (2%) and "other" (4%). One respondent chose not to indicate race/ethnicity. When asked about their educational level, more than half (58%) responded that they were college graduates, 32% indicated that they had attended some college, 6% were high school graduates and four (4%) had attended vocational schools. In terms of family size, 23% (n=25) indicated that they had one child, 52% (n=56) had two children, 19% (n=20) had three children, and 6% (n=6) had three or more children. The largest family in the sample consisted of six children. The ages of the children ranged from 1 to 34 years old.

The vast majority of parent respondents (94%) indicated that parents should talk to their children about sexual assault. A lesser number, 70% (n=75) had actually spoken to their children about sexual assault. The two primary reasons that parents gave for not speaking to their children about sexual assault were 1) "the subject has never come up" (60% of those who had not spoken to their children) and 2) "my children are not old enough for the topic" (36%).

88% (n=94) of parent respondents indicated that they believed adolescent sexual assault should always be reported to law enforcement. However, 10% of parents (n=11) were less confident responding that adolescent sexual assault should only sometimes be reported to law enforcement.

#### **Sexual Assault Knowledge**

Parents were asked to characterize their level of knowledge about sexual assault. The majority of respondents (87%) characterized their level to be fair or high. Acknowledging the need for education in the area of sexual assault, 34% said that learning more about sexual assault would be very helpful for them and 44% said it would be helpful. Thus, 78% of parent respondents were seeking more information about adolescent sexual assault. Only 5% of the parents said it would not be helpful for them to learn more about sexual assault.

The parents were asked six knowledge questions about the content and character of adolescent sexual assault reported to law enforcement. The first was a true/false question: "Sexual assault only happens to women and girls". 97% of the parent respondents correctly answered that this statement was false.

Table 2.1 describes the parental responses to the remaining five knowledge questions. 44% of parent respondents correctly understood that more than 75% of adolescent sexual assaults reported to law enforcement involve non-strangers. However, the majority of parents believe that adolescent sexual assault occurs either in the victim's home (40%) or at a party or gathering (32%). In reality, the suspect's home is one of the most high risk locations for

adolescent sexual assault. This finding is linked to the fact that the majority of adolescent sexual assaults involve non-strangers, and the betrayal of trust. Parents recognized the risk to adolescents in the after school hours as well as the evening, and the significant risk of drugs and alcohol (74% of parents believed that alcohol was very frequently involved in adolescent sexual assault). When asked what factors contribute to adolescent sexual assault, 85% of parent respondents indicated a “teens lack of understanding about sex and sexual assault.” Forty-five percent (45%) indicated lack of communication between the involved persons.

**Table 2.1. Knowledge of Characteristics of Adolescent Sexual Assault**

Table 2.11 Knowledge of Characteristics of Adolescent Sexual Assault			
Survey Question	Response Choices	Respondent	
		Number	Percent
<b>WHO</b>			
What percent of adolescent sexual assault reported to the police involve acquaintances?	Less than 25%	8	7%
	25-50%	15	14%
	51-75%	31	29%
	Greater than 75%	47	44%
	No response	6	6%
	Total	107	100%
<b>WHERE</b>			
Most common location for an adolescent sexual assault by acquaintance?	Victim's home	43	40%
	Party or gathering	34	32%
	School	2	2%
	Assailant's home	13	12%
	Outdoors or in car	7	6%
	Combination	1	1%
	Other	2	2%
	No response	5	5%
	Total	107	100%
<b>WHEN</b>			
Time of day <u>most</u> sexual assaults occur?	Early morning hours (before school)	2	2%
	8am-3pm	6	5%
	3pm-5pm (after school)	58	54%
	Evening hours (after 6pm)	33	31%
	Late night hours (after midnight)	3	3%
	Combination (specified: anytime)	1	1%
	No response	4	4%
	Total	107	100%

**Table 2.1. (continued)**

<b>CONTRIBUTING FACTORS</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
How often are drugs and alcohol involved in adolescent sexual assault?	Never	0	0%
	Sometimes but not often	25	23%
	Very frequently	79	74%
	Always	1	1%
	No response	2	2%
	Total	107	100%
What factors contribute to occurrence of adolescent acquaintance sexual assault? (n=107) (Multiple responses possible)	Teen hormones	37	35%
	Boys cannot control themselves	20	19%
	Girls lead boys on	24	22%
	Teens' lack of understanding about sex and sexual assault	91	85%
	Lack of communication between the involved persons	48	45%
	Other	19	18%
	<i>Other specified as:</i>		
	<i>Drugs/alcohol</i>		
	<i>Lack of parent involvement/poor home life</i>		
	<i>Peer pressure</i>		
	<i>Media/movies</i>		
	<i>Morals/values/lack of respect</i>		
	<i>Lack of education</i>		
	<i>Society glorifies sex</i>		
	<i>Some adults are predatory</i>		
	<i>Learned behavior; patterns from adults</i>		

Table 2.2 describes parental understanding about the consequences of adolescent sexual assault. In reality, sexual assault victims are rarely physically injured sufficient enough to require medical attention. 72% of parents were aware of this fact. Interestingly, almost half of the parent respondents (49%) indicated that they believed that adolescent girls are less likely to be believed than adults when reporting sexual assault.



**Table 2.2. Respondent Knowledge of the Consequences of Sexual Assault**

Survey Question	Response Choices	Respondent	
		Number	Percent
Sexual assault victims are usually injured and require medical attention?	True	26	24%
	False	77	72%
	No response	4	4%
Total		107	100%
Are adolescent girls less likely to be believed than adults reporting sexual assault?	Yes	53	50%
	No	25	23%
	No opinion	25	23%
	No response	4	4%
Total		107	100%

### **Sexual Assault Education**

Parents were also asked whether or not they felt that adolescents should learn more about sexual assault, who should teach this topic, and how it should be taught. Table 2.3 displays the survey responses to these questions. Twenty-six percent of parent respondents indicated that it would be “helpful” for students to learn more about sexual assault, and 7% indicated it would be “very” helpful. Parents also saw the value of teaching this content in school (76% indicated that sexual assault education should be taught in school), 17% indicated that this education should begin in the elementary grades. Most parents saw the value of initiating this education early. Only 7% indicated that sexual assault education should begin as late as grades 11/12. Parents also see the value of a multidisciplinary approach to this type of education.

**Table 2.3. Sexual Assault Education for Adolescent Students**

Survey Question	Responses Choices	Respondent	
		Number	Percent
<b>NEED</b>			
How helpful for students to learn about sexual assault?	Not helpful at all	0	0%
	A little helpful	1	1%
	Helpful	28	26%
	Very helpful	76	71%
	No response	2	2%
	Total	107	100%
<b>WHERE</b>			
Should sexual assault curriculum be taught in school?	Yes	82	76%
	No	2	2%
	No opinion/not sure	21	20%
	No response	2	2%
	Total	107	100%

**Table 2.3. (continued)**

<b>WHEN</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
At what grade level should sexual assault curriculum be implemented?	Elementary grades	18	17%
	Grade 5/6	17	16%
	Grade 7/8	25	23%
	Grade 9/10	19	18%
	Grade 11/12	8	7%
	Combination (more than one of above selected)	17	16%
	No response	3	3%
	Total	107	100%
<b>WHO</b>			
Who should be responsible for implementing school-based sexual assault curriculum? (n=107) (Note: Multiple responses possible)	Classroom teachers	23	22%
	Life skills teacher	64	60%
	Counselors	55	51%
	Law enforcement	54	50%
	Other	13	12%
	<i>Other specified as:</i>		
	<i>Highly trained professionals</i>		
	<i>Combination of parents, teachers, law enforcement</i>		
	<i>Parents</i>		
	<i>Victims/youth who want to speak out</i>		
	<i>Law enforcement who deal with youth and sexual assault</i>		
	<i>Nurses, doctors</i>		
	<i>Whoever wants to help kids</i>		
		107	
<b>HOW</b>			
<u>Most</u> meaningful way to convey information about sexual assault? (n=107) (Multiple answers possible)	Lectures	39	36%
	Movies/video	49	46%
	Group discussions	70	65%
	Guest speakers	64	60%
	<i>Other (specified:</i>	6	6%
	<i>Drama groups/interactive drama skits</i>		
	<i>Role play</i>		
	<i>Law enforcement</i>		
	<i>Teen victims</i>		
	Total	107	

## **Parent Comments**

Twenty-one parent respondents (20%) took the opportunity to give additional opinions about sexual assault, a sexual assault curriculum for adolescents, and this survey in the space provided at the bottom of the survey. All of these opinions were supportive of sexual assault education, and they believe it is a key to prevention. One respondent said boys and girls should be taught separately. Some respondents think that it is important to also discuss this at home but are having difficulty with just how to approach the subject. *One respondent advised that a parent-based group should be formed to assist parents in feeling comfortable with discussing sexual assault issues with their children.* In contrast, one respondent wonders why the schools are taking on more and more issues that should be taught at home. This respondent also believed there is a breakdown in families and home life. Some express concern on how the time will be found to teach this topic with the time constraints at the schools.

## **Discussion**

Parents responding to this survey overwhelmingly (94%) believe that parents should talk with their children about sexual assault. Even though most respondents characterize their knowledge of sexual assault as fair to high, they still believe it would be helpful to learn more. They are almost unanimous (97%) in expressing the belief that it would be helpful or very helpful for adolescents to learn more about sexual assault.

From this survey it is clear that parents are not fully aware of the demographics of adolescent sexual assault. Only 12% of the parents recognized that the assailant's home is the most common location for sexual assault by an acquaintance, and only 44% of the parents recognized the high prevalence of non-stranger adolescent sexual assault reported to law enforcement. On the other hand, parents do recognize the risk to adolescents in the after-school and evening hours, and they are aware of the role that drugs and alcohol play in increasing the risk of adolescent sexual assault.

The majority of parents agreed that a sexual assault curriculum should be taught in school, and to implement this education early (17% were comfortable in the implementation of this information in the elementary school grades below grade 5). Most parents surveyed selected life skills teachers, counselors, and law enforcement officers as possible educators, but they recognized that a multidisciplinary approach may be helpful. Group discussions and guest speakers were considered the most meaningful way to convey sexual assault information to adolescents.

## Chapter 3

### Teacher Survey Results

#### Teacher Demographics

The teacher surveys were distributed to teachers in the San Diego City School District. School district personnel distributed the surveys to a convenience sample of teachers. The teacher responses to these surveys were used for the specific purpose of collecting information for the development of curriculum materials and are not intended to be representative of a general population of teachers. A total of 98 completed teacher surveys were returned to the Institute for Public Health for analysis. Among the teacher survey respondents, 68% were female, and 32% were male. The mean age of the respondents was 35.7 years old with ages ranging from 23 to 58 years old. White/Anglo was the response most frequently indicated for race/ethnicity (70%), followed by African-American (8%), Hispanic (8%), Asian/Pacific Islander (7%), and other (7%). Fifty-four or 55% of the teachers were married. Thirty-nine percent of the teachers (38 teachers) indicated that they had children, with the children's ages ranging from 1-36 years. Eleven teachers had a single child, 21 teachers had two children, five teachers had three children, and one teacher had four children. Among the teachers with children, 40% indicated that their children were under the age of 10 years.

When asked if they have ever talked with their own children about sexual assault, 71% of the respondents with children said they had and 29% said they had not. The most frequent reason given for not talking to their children about sexual assault was "my children are not old enough for the topic" (91%), followed by "the subject never came up" (36%).

Forty-seven percent (47%) of the teachers indicated that they had had the opportunity to talk students about sexual assault. Sixty-one percent (61%) of these respondents indicated that a student had asked them for information on the topic, and 39% indicated that the topic arose while teaching a class with sexual assault content.

Table 3.1 describes the teaching experience of survey respondents.

**Table 3.1. Respondent Teaching Experience**

<i>Length of time as a teacher</i>	Respondent	
	Number	Percent
Less than 5 years	44	45%
5-10 years	15	15%
Greater than 10 years	30	31%
No response	9	9%
<b>Total</b>	<b>98</b>	<b>100%</b>

**Table 3.1. (continued)**

<b>Grade level respondent teaches</b>	<b>Number</b>	<b>Percent</b>
6 <sup>th</sup> grade	21	21%
7 <sup>th</sup> grade	1	1%
8 <sup>th</sup> grade	4	4%
9 <sup>th</sup> grade	0	0%
10 <sup>th</sup> grade	2	2%
11 <sup>th</sup> grade	2	2%
12 <sup>th</sup> grade	0	0%
All grades	11	11%
Combination of grades 6 <sup>th</sup> –12 <sup>th</sup>	33	34%
No response	24	25%
<b>Total</b>	<b>98</b>	<b>100%</b>

The respondents taught in a wide variety of subject areas including: Science, English, Health, Math, Social Studies/Sciences, Art, Physical Education, Life Skills, Spanish, and History.

### **Sexual Assault Knowledge**

Teachers were asked to characterize their level of knowledge about sexual assault. On a four point scale consisting of no knowledge, very little knowledge, a fair level of knowledge, and a high level of knowledge, the majority of respondents (78%) indicated that their level of knowledge was fair or high. However, acknowledging a need for education in the area of sexual assault, 47% of the respondents indicated that learning more about sexual assault would be very helpful to them and 42% said it would be helpful. Only 3% (3 teachers) indicated that learning more about sexual assault would not be helpful.

The teachers were asked six knowledge questions about the content and character of adolescent sexual assault reported to law enforcement. The first was a true/false question: "Sexual assault only happens to women and girls." Ninety-eight percent of respondents answered correctly that this statement was false.

Table 3.2 describes teacher responses to the five remaining knowledge questions. In reality, 75% or more of the adolescent sexual assaults reported to law enforcement involve acquaintances (non-strangers). Table 3.2 shows that only 45% of teacher respondents recognize the significant prevalence of non-stranger assailants in reported sexual assaults. Adolescents sexual assaults reported to law enforcement most often occur in the assailant's residence or at a party or other gathering, and frequently involve a significant betrayal of trust. Table 3.2 also shows that the teachers may recognize the risk of the party location, but only 5% recognized that the assailants residence was a high risk location for adolescent assault. The majority of adolescent sexual assaults are reported to occur in the evening hours before midnight, and approximately 25% of the assaults are reported in the after-school hours from 3-7pm. Table 3.2 shows that teachers are aware of this risk. Teachers also clearly recognize the

significant contribution of drugs and alcohol to adolescent sexual assault. Finally, teachers were asked to describe what factors might contribute to adolescent sexual assault. Ninety percent indicated that teen lack of understanding about sex and sexual assault were contributing factors, 30% indicated that communication was a problem. Power and control, issues of self-esteem and self respect, and female submissive vs. male forceful roles were also cited as possible contributors. Very few respondents indicated support for views such as, “boys can’t control themselves” or “girls lead boys on” as significant contributing factors.

**Table 3.2. Knowledge of Characteristics of Adolescent Sexual Assault**

Survey Question	Response Choices	Respondent	
		Number	Percent
<b>WHO</b>			
What percent of sexual assaults reported to the police involve acquaintances?	Less than 25%	10	10%
	25-50%	11	11%
	51-75%	31	32%
	Greater than 75%	44	45%
	No response	2	2%
	<b>Total</b>	<b>98</b>	<b>100%</b>
<b>WHERE</b>			
Most common location for adolescent sexual assault by acquaintance?	Victim’s home	46	47%
	Party or gathering	25	26%
	School	4	4%
	Assailant’s home	5	5%
	Outdoors or in car	6	6%
	Combination	9	9%
	No response	3	3%
	<b>Total</b>	<b>98</b>	<b>100%</b>

**Table 3.2 (continued)**

<b>WHEN</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
Time of day <u>most</u> sexual assaults occur?	Early morning hours (before school)	0	0%
	8am-3pm	8	8%
	3pm-5pm (after school)	39	40%
	Evening hours (after 6pm)	34	35%
	Late night hours (after midnight)	15	15%
	No response	2	2%
	<b>Total</b>	<b>98</b>	<b>100%</b>
<b>CONTRIBUTING FACTORS</b>			
How often are drugs and alcohol involved in sexual assaults?	Never	0	0%
	Sometimes but not often	16	16%
	Very frequently	79	81%
	Always	2	2%
	No response	1	1%
	<b>Total</b>	<b>98</b>	<b>100(%)</b>
What factors contribute to occurrence of adolescent acquaintance sexual assault?( n=98) (Multiple responses possible)	Teen hormones	11	11%
	Boys cannot control themselves	2	2%
	Girls lead boys on	7	7%
	Teens' lack of understanding about sex and sexual assault	88	90%
	Lack of communication between the involved persons	29	30%
	Other	16	16%

Teachers were also asked about the consequences of adolescent sexual assault. In reality, sexual assault victims are rarely physically injured sufficient enough to require medical attention. However, it is a danger to trivialize the crime of sexual assault simply because significant injury does not occur. The psychological harm caused by violent crime, particularly violent crime that involves betrayal of trust during the developmental years can have long-lasting implications. Interestingly, almost half of the teacher respondents (49%) indicated that they believed that adolescent girls are less likely to be believed than adults when reporting sexual assault.

**Table 3.3. Respondent Knowledge of the Consequences of Sexual Assault**

Survey Question	Response Choices	Respondent	
		Number	Percent
Sexual assault victims are usually injured and require medical attention?	True	29	30%
	False	66	67%
	No response	3	3%
	<b>Total</b>	<b>98</b>	<b>100%</b>
Are adolescent girls less likely to be believed than adults when reporting sexual assault?	Yes	48	49%
	No	29	30%
	No opinion	21	21%
	<b>Total</b>	<b>98</b>	<b>100%</b>

### **Sexual Assault Education**

Teachers were also asked questions about whether or not they felt that adolescents should learn more about sexual assault, who should teach this topic, and how should it be taught. Table 3.4 displays the survey responses to these questions.

Seventy-seven percent (77%) of respondents indicated that it would be very helpful for adolescents to learn more about sexual assault, while 83% of teachers indicated that a sexual assault educational curriculum should be taught in school. Fifty-eight percent (58%) of respondents indicated that sexual assault education should begin in grades 7/8 or before. Consistent with the survey of other stakeholders for this project, there was support among teachers for instruction from many different professional groups including teachers, counselors, law enforcement, community members, parents, and others. There was also support for a wide variety of methods of teaching this topic.



**Table 3.4. Sexual Assault Education for Adolescent Students**

Survey Question	Responses Choices	Respondent	
		Number	Percent
<b>NEED</b>			
How helpful for students to learn about sexual assault?	Not helpful at all	0	0%
	A little helpful	3	3%
	Helpful	20	20%
	Very helpful	75	77%
	<b>Total</b>	<b>98</b>	<b>100%</b>
<b>WHERE</b>			
Should sexual assault curriculum be taught in school?	Yes	81	83%
	No	7	7%
	No opinion/not sure	8	8%
	No response	2	2%
	<b>Total</b>	<b>98</b>	<b>100%</b>
<b>WHEN</b>			
At what grade level begin to teach about sexual assault	Elementary grades	13	13%
	Grade 5/6	18	18%
	Grade 7/8	26	27%
	Grade 9/10	13	13%
	Grade 11/12	2	2%
	Combination (more than selected)	24	25%
	No response	2	2%
	<b>Total</b>	<b>98</b>	<b>100%</b>

**Table 3.4. (continued)**

<b>WHO</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
Who should be responsible for implementing school-based sexual assault curriculum? (n=98) (Note: Multiple responses possible)	Classroom teachers	44	45%
	Life skills teacher	73	74%
	Counselors	57	58%
	Law enforcement	58	59%
	Other	19	19%
	<i>Other specified as:</i>		
	<i>All</i>		
	<i>Team effort</i>		
	<i>Anyone trained, highly motivated and comfortable with the topic</i>		
	<i>Community support workers</i>		
	<i>Victims</i>		
	<i>Parents</i>		
	<i>Trained professional in that field</i>		
	<i>The school district</i>		
	<i>Principal</i>		
	<i>Combined school, counselor, law enforcement and Life Skills teacher</i>		

**Table 3.4. (continued)**

<b>HOW</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
<u>Most</u> meaningful way to convey information about sexual assault? (n=98) (Multiple answers possible)	Lectures	29	30%
	Movies/video	47	48%
	Group discussions	65	66%
	Guest speakers	67	68%
	<b>Other</b>	13	13%
	<i>Other specified as:</i>		
	<i>All of above,</i>		
	<i>Parents,</i>		
	<i>Role play</i>		
	<i>Theater</i>		
	<i>Projects or research</i>		
	<i>Do during advisory enrichment time. Don't interrupt school program</i>		

### **Reporting Sexual Assault**

Teachers were also asked the question, “As far as you know, are teachers mandated reporters of sexual assault/abuse?” Ninety-three percent (93%) said they are mandated to report and six percent (6%) said they were unsure. (One respondent did not complete this question.)

### **Teacher Comments**

Fifteen of the respondents took the opportunity to comment further on adolescent sexual assault, and the development of a sexual assault curriculum in the space provided at the bottom of the survey. Most of the comments were supportive of the development of a sexual assault curriculum. Respondents believed sexual assault was an important issue and that students needed information. Suggestions were offered to maximize the effect of the sexual assault curriculum such as: 1) materials should be in both English and Spanish, 2) involve the parents, 3) have guest speakers with personal experience, 4) create curriculum that is not scary, and 5) have age specific curriculum for younger children. This survey alone, according to one respondent, raised some much-needed awareness on his/her part. Other respondents worried about time constraints with the already required full academic curriculum in the schools. The worry was that adding additional material about sexual assault would be burdensome to already overburdened schools. One respondent said that the schools “can’t fix every problem in society.”

## **Discussion**

The teachers responding to this survey were almost equally divided in the number of years of experience in the teaching profession with 45% teaching less than five years and 46% teaching five years or more. The respondents taught in many different subject areas and over a wide range of grade levels. Most respondents believed they were knowledgeable about sexual assault but also believed it would be helpful to learn more about it. When we compare teacher responses to the knowledge questions on sexual assault to recent findings in this area, we find that many teachers are unaware of the situational characteristics of adolescent sexual assault. Only 5% of the respondents identified the assailant's home as the most common location for adolescent sexual assault by an acquaintance. Less than half (45%) of the respondents knew that more than 75% of adolescent sexual assaults involved acquaintances. Teachers interact daily with their students. It is important that they are aware of when, where, and under what circumstances adolescents are most likely to be vulnerable to sexual assault, and the profiles of most likely assailants. This knowledge can be conveyed to students who approach the teacher with questions, or shared in discussions with interested students. Far too often, sexual assault prevention messages describe the risk of stranger sexual assault (i.e. walk with a buddy, avoid unlit parking lots, self-defense classes etc.). A sexual assault curriculum would aid both teachers and students by increasing their understanding of the actual dynamics of adolescent sexual assault including the significant danger of non-stranger sexual assault and methods used by assailants to gain the trust of their victims. This knowledge would encourage the development of risk reduction strategies that reflect the true nature of this crime.

## **Chapter 4**

### **Law Enforcement Survey Results**

#### **Law Enforcement Demographics**

The law enforcement survey was distributed to law enforcement officers in the San Diego Police Department using convenience sampling. The responses by law enforcement personnel to these surveys were used for the specific purpose of collecting information for the development of curriculum materials and are not intended to be representative of a general population of law enforcement officers. The surveys were distributed to patrol officers, juvenile services officers, and detectives in investigative units. Investigators in the Sex Crimes, Child Abuse, and Domestic Violence investigative units completed surveys. A total of 221 completed law enforcement surveys were returned to the Institute for Public Health for analysis. Law enforcement officers working in one of the three investigative units completed thirty percent of the returned surveys.

#### **Age, Gender, and Race/Ethnicity**

Seventy-two percent of the law enforcement respondents were male, while 27% were female. Two respondents (1%) did not indicate their gender.

The respondents ranged in age from 23 to 62 years with an average age of 38 years. The percent of respondents by age group were as follows: 17% 23-30 years, 48% 31-40 years, 22% 41-50 years, 7% 51-60 years, and 1% over 60 years. Eleven respondents (5%) did not disclose their age.

The race/ethnicity of the respondents was as follows: 62% White/Anglo, 20% Hispanic, 9% African-American, 4% Asian/Pacific Islander, and 5% "other" or mixed heritage.

Table 4.1 displays respondent gender, age category, and ethnicity by the respondents' assignment. Table 4.2 defines these characteristics for law enforcement officers working in the three investigations units. Generally, patrol officers were more likely to be male and younger than respondents from juvenile services and investigations. Investigators were older, and more likely to be White/Anglo (66% of investigators identified themselves as White/Anglo compared to 56% of patrol and juvenile services officers).

**Table 4.1. Gender, Age Category, and Race of Law Enforcement Respondents by Assignment**

Respondent Characteristics		Department				
		Patrol	Investigations	Juvenile Services	Other	Not Specified
<b>Gender</b>	Male	97(86%)	40(60%)	17(53%)	0(0%)	1(100%)
	Female	16(14%)	25(37%)	15(47%)	4(50%)	0(0%)
	No response	0(0%)	2(3%)	0(0%)	4(50%)	0(0%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>
<b>Age Category</b>	20-30 years	33(29%)	0(0%)	3(9%)	1(13%)	0(0%)
	31-40 years	52(46%)	34(51%)	17(53%)	4(50%)	0(0%)
	41-50 years	20(18%)	21(31%)	6(19%)	2(25%)	0(0%)
	51-60 years	6(5%)	4(6%)	4(13%)	0(0%)	1(100%)
	≥ 61 years	1(1%)	0(0%)	0(0%)	1(12%)	0(0%)
	No response	1(1%)	8(12%)	2(6%)	0(0%)	0(0%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>
<b>Race</b>	African-American	11(10%)	5(8%)	3(9%)	0(0%)	0(0%)
	White/Anglo	63(56%)	44(66%)	18(56%)	8(100%)	1(100%)
	Asian/Pacific Islander	8(7%)	2(3%)	0(0%)	0(0%)	0(0%)
	Hispanic	27(24%)	9(13%)	7(22%)	0(0%)	0(0%)
	Other	3(2%)	5(7%)	4(13%)	0(0%)	0(0%)
	No response	1(1%)	2(3%)	0(0%)	0(0%)	0(0%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>

**Table 4.2. Gender, Age Category, and Race of Respondents in the Investigations Units**

Respondent Characteristics		Investigations Unit (n=67)			
		Sex Crimes Unit	Child Abuse Unit	Domestic Violence Unit	Unit Not Specified*
<b>Gender</b>	Male	6(50%)	12(44%)	18(75%)	4(100%)
	Female	6(50%)	14(52%)	5(21%)	0(0%)
	No response	0(0%)	1(4%)	1(4%)	0(0%)
<b>Total</b>		<b>12(100%)</b>	<b>27(100%)</b>	<b>24(100%)</b>	<b>4(100%)</b>
<b>Age Category</b>	20-30 years	0(0%)	0(0%)	0(0%)	0(0%)
	31-40 years	6(50%)	14(52%)	11(46%)	3(75%)
	41-50 years	5(42%)	7(26%)	9(38%)	0(0%)
	51-60 years	1(8%)	1(4%)	1(4%)	1(25%)
	≥ 61 years	0(0%)	0(0%)	0(0%)	0(0%)
	No response	0(0%)	5(18%)	3(12%)	0(0%)
<b>Total</b>		<b>12(100%)</b>	<b>27(100%)</b>	<b>24(100%)</b>	<b>4(100%)</b>
<b>Race</b>	African-American	1(8%)	1(4%)	1(4%)	2(50%)
	White/Anglo	11(92%)	19(70%)	12(50%)	2(50%)
	Asian/Pacific Islander	0(0%)	0(0%)	2(9%)	0(0%)
	Hispanic	0(0%)	2(7%)	7(29%)	0(0%)
	Other	0(0%)	4(15%)	1(4%)	0(0%)
	No response	0(0%)	1(4%)	1(4%)	0(0%)
<b>Total</b>		<b>12(100%)</b>	<b>27(100%)</b>	<b>24(100%)</b>	<b>4(100%)</b>

\*Of the 67 officers working in Investigations, 4 did not specify their investigative unit.

Thirty-one percent (31%) of the law enforcement respondents indicated that they have no children, 24% one child, 26% two children, 13% three children, and 6% three or more children. The children's ages ranged from less than a year old to 40 years old.

The majority of the respondents (59%) have been working in law enforcement for more than 10 years, 23% 5-10 years, and 18% less than five years. As might be expected, the majority of the investigators in the Sex Crimes, Child Abuse, and Domestic Violence units have been working in law enforcement for more than 10 years.

Seventy-four percent of all of the law enforcement respondents indicated that they had at sometime in their career talked to an adolescent about sexual assault including 81% of those in the investigations units. As can be seen from Table 4.3, 32% indicated that they had taken a report of adolescent sexual assault, while 52% indicated that they had investigated an adolescent sexual assault. In addition, many law enforcement officers have other opportunities to speak to adolescents concerning this topic including class presentations, family discussions, and the D.A.R.E. program.

**Table 4.3. Respondents Who Have Spoken with an Adolescent about Sexual Assault Identify the Circumstances of the Conversation (n=221)**

Sexual Assault Conversation Circumstances	Respondents*	
	Number	Percent
1. I was speaking to a class about sexual assault	30	14%
2. An adolescent asked for more information	30	14%
3. An adolescent reported a sexual assault to me	70	32%
4. I investigated a sexual assault	114	52%
5. Other, includes	28	13%
<i>D.A.R.E program</i>		
<i>Family discussions</i>		
<i>Rave party</i>		
<i>Church youth group leader</i>		
..... <i>Sex Crimes Speaker's Bureau</i>		
..... <i>Friends of children</i>		

\*Multiple responses possible

### **Sexual Assault Knowledge**

The majority (93%) of the respondents characterized their knowledge about sexual assault as either fair or high. Only 7% reported having very little or no knowledge about sexual assault. Eighty percent (80%) of respondents indicated that learning more about sexual assault would be helpful or very helpful. Table 4.4 displays the respondents' belief in the helpfulness of additional education about sexual assault by assignment and Table 4.5 displays responses by Investigative unit. Clearly, the majority of law enforcement respondents indicate that additional education in this content area would be helpful to them in the performance of the job responsibilities.

**Table 4.4: Helpfulness of Additional Education in Sexual Assault for Respondents (n=221)**

Survey Question	Response Choices	Patrol	Investigations	Juvenile Services	Other	Not Specified	Total
Would it be helpful for you to learn more about sexual assault?	Not helpful at all	2(2%)	2(3%)	1(3%)	2(25%)	0(0%)	7(3%)
	A little	21(18%)	11(17%)	1(3%)	3(38%)	1(100%)	37(17%)
	Helpful	64(57%)	31(46%)	19(60%)	1(12%)	0(0%)	115(52%)
	Very Helpful	26(23%)	23(34%)	11(34%)	2(25%)	0(0%)	62(28%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>



**Table 4.5. Helpfulness of Additional Education in Investigative Units**

Survey Question	Response Choices	Investigations Unit (n=67)			
		Sex Crimes Unit	Child Abuse Unit	Domestic Violence Unit	Unit Not Specified
Would it be helpful for you to learn more about sexual assault?	Not helpful at all	0(0%)	0(0%)	2(8%)	0(0%)
	A little	2(16%)	3(11%)	5(21%)	1(25%)
	Helpful	5(42%)	15(56%)	9(38%)	2(50%)
	Very Helpful	5(42%)	9(33%)	8(33%)	1(25%)
	<b>Total</b>	<b>12(100%)</b>	<b>27(100%)</b>	<b>24(100%)</b>	<b>4(100%)</b>

Law enforcement officers were asked six knowledge questions about the content and character of adolescent sexual assault reported to the SDPD Sex Crimes Unit. The first was a true/false question: "Sexual assault only happens to women and girls." Ninety-nine percent (all but one respondent) responded correctly that this is a false statement. The single respondent who believes sexual assault only happens to women and girls is a male law enforcement officer with no children and less than five years of job experience.

Table 4.6 describes the law enforcement responses to the remaining five knowledge questions by assignment. Those working in investigative units were the most likely to recognize the high prevalence of reported adolescent non-stranger sexual assault, although only 55% of those individuals recognized that 75% or more of all sexual assaults reported involve non-strangers.

Law enforcement respondents were also asked about the consequences of adolescent sexual assault. In reality, sexual assault victims are rarely physically injured sufficient enough to require medical attention. In general, the majority of law enforcement respondents were aware of this fact with those in investigation units most knowledgeable of this fact. Overall, 34% of law enforcement respondents indicated that they felt that adolescent girls who report sexual assault are less likely to be believed than adults who report sexual assault. Seventy-five percent (75%) of the investigating officers in the Sex Crimes Unit believe this to be true.

**Table 4.6. Knowledge of Characteristics of Adolescent Sexual Assault**

<b>Survey Question</b>	<b>Response Choices</b>	<b>Patrol</b>	<b>Investigations</b>	<b>Juvenile Services</b>	<b>Other</b>	<b>Not Specified</b>	<b>Total</b>
<b>WHO</b>							
What percent of sexual assault reported to the police involve acquaintances?	Less than 25%	9(8%)	6(9%)	3(9%)	0(%)	0(0%)	18(8%)
	25-50%	17(15%)	4(6%)	3(10%)	0(%)	0(0%)	24(11%)
	51-75%	41(36%)	2(30%)	10(31%)	5(62%)	1(100%)	77(35%)
	Greater than 75%	46(41%)	37(55%)	16(50%)	3(38%)	0(0%)	102 (46%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>
<b>WHERE</b>							
Most common location of adolescent sexual assault by acquaintance	Victim's home	51(45%)	32(48%)	6(19%)	2(25%)	0(0%)	91(41%)
	Party or gathering	38(34%)	15(22%)	13(41%)	4(50%)	0(0%)	70(32%)
	School	3(3%)	0(0%)	1(3%)	0(%)	0(0%)	4(2%)
	Assailant's home	9(8%)	8(12%)	3(9%)	1(13%)	0(0%)	21(10%)
	Outdoors or in car	7(6%)	6(9%)	2(6%)	0(%)	1(100%)	16(7%)
	Other (specified	5(4%)	5(8%)	7(22%)	1(12%)	0(0%)	18(8%)
	No response	0(0%)	1(1%)	0(0%)	0(0%)	0(0%)	0(0%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>
<b>WHEN</b>							
Time of day <u>most</u> sexual assaults occur?	Early morning hours	2(2%)	0(0%)	0(0%)	0(0%)	0(0%)	2(1%)
	8am-3pm	14(12%)	9(13%)	3(9%)	0(0%)	0(0%)	26(12%)
	3pm-5pm (after school)	32(28%)	19(28%)	13(41%)	3(38%)	0(0%)	67(30%)
	Evening hours (after 6pm)	54(48%)	28(42%)	11(34%)	1(12%)	1(100%)	95(43%)
	Late night hours (after midnight)	11(10%)	6(9%)	4(13%)	2(25%)	0(0%)	23(11%)
	Combination specified	0(0%)	3(5%)	1(3%)	1(13%)	0(0%)	5(2%)
	No response	0(0%)	2(3%)	0(0%)	1(12%)	0(0%)	3(1%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>

**Table 4.6. (continued)**

<i>Contributing Factors</i>	<b>Response Choices</b>	<b>Patrol</b>	<b>Investigations</b>	<b>Juvenile Services</b>	<b>Other</b>	<b>Not Specified</b>	<b>Total</b>
How often are drugs and alcohol involved in sexual assault?	Never	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
	Sometimes but not often	28(25%)	16(24%)	5(16%)	1(12%)	0(0%)	50(23%)
	Very frequently	83(73%)	50(75%)	26(81%)	7(88%)	1(100%)	167(75%)
	Always	2(2%)	1(1%)	1(3%)	0(%)	0(0%)	4(2%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>
What factors contribute to occurrence of adolescent acquaintance sexual assault? (n=221) (Multiple responses possible)	Teen hormones	39(34%)	21(31%)	12(38%)	2(25%)	0(0%)	74(34%)
	Boys cannot control themselves	18(16%)	9(13%)	8(25%)	1(12%)	0(0%)	36(16%)
	Girls lead boys on	26(23%)	12(18%)	7(22%)	1(12%)	0(0%)	46(21%)
	Teens' lack of understanding about sex and sexual assault	89(79%)	56(84%)	25(78%)	5(62%)	1(100%)	176(80%)
	Lack of communication between the involved persons	39(34%)	28(42%)	11(34%)	4(50%)	1(100%)	83(38%)
	Societal norms that don't hold assailants accountable	43(38%)	33(49%)	12(38%)	5(62%)	1(100%)	94(42%)
	Other:	14(12%)	13(19%)	7(22%)	0(0%)	0(0%)	35(16%)
	<i>Other includes: Drugs and alcohol, media (TV, magazines, movies), lack of supervision, poor parenting, peer pressure, lack of assertiveness training, values/morals/respect, societal atmosphere, mental age, criminal teens exert their will</i>						
Note: % calculated on the number of respondents in that department (not # of responses)	Total number of respondents in each department	n=113	n=67	n=32	n=8	n=1	Total respondents n=221

**Table 4.7. Knowledge of Characteristics of Sexual Assault (Investigative Units)**

Survey Question	Response Choices	Investigations Unit (n=67)			
		Sex Crimes Unit	Child Abuse Unit	Domestic Violence Unit	Unit Not Specified
WHO					
What percent of sexual assault reported to the police involve acquaintances?	Less than 25%	0(0%)	1(4%)	5(21%)	0(0%)
	25-50%	1(8%)	0(0%)	3(12%)	0(0%)
	51-75%	1(8%)	9(33%)	9(38%)	1(25%)
	Greater than 75%	10(84%)	17(63%)	7(29%)	3(75%)
	Total	12(100%)	27(100%)	24(100%)	4(100%)
WHERE					
Most common location for adolescent sexual assault by acquaintance?	Victim's home	5(42%)	9(33%)	16(67%)	2(50%)
	Party or gathering	4(34%)	4(15%)	6(25%)	1(25%)
	School	0(0%)	0(0%)	0(0%)	0(0%)
	Assailant's home	1(8%)	5(19%)	1(4%)	1(25%)
	Outdoors or in car	1(8%)	5(18%)	0(0%)	0(0%)
	Other specified	1(8%)	3(11%)	1(4%)	0(0%)
	No response	0(0%)	1(4%)	0(0%)	0(0%)
	Total	12(100%)	27(100%)	24(100%)	4(100%)
WHEN					
Time of day most sexual assaults occur?	Early morning hours (before school)	0(0%)	0(0%)	0(0%)	0(0%)
	8am-3pm	2(17%)	3(11%)	4(17%)	0(0%)
	3pm-5pm (after school)	2(17%)	9(33%)	6(25%)	2(50%)
	Evening hours (after 6pm)	6(50%)	10(37%)	10(42%)	2(50%)
	Late night hours (after midnight)	1(8%)	2(7%)	3(12%)	0(0%)
	Combination (specified )	1(8%)	2(8%)	0(0%)	0(0%)
	No response	0(0%)	1(4%)	1(4%)	0(0%)
	Total	12(100%)	27(100%)	24(100%)	4(100%)

**Table 4.7. (continued)**

<i>Contributing Factors</i>	<b>Response Choices</b>	<b>Sex Crimes Unit</b>	<b>Child Abuse Unit</b>	<b>Domestic Violence Unit</b>	<b>Unit Not Specified</b>
How often are drugs and alcohol involved in sexual assault?	Never	0(0%)	0(0%)	0(0%)	0(0%)
	Sometimes but not often	3(25%)	9(33%)	4(17%)	0(0%)
	Very frequently	9(75%)	17(63.0%)	20(83%)	4(100%)
	Always	0(0%)	1(4%)	0(0%)	0(0%)
	<b>Total</b>	<b>12(100%)</b>	<b>27(100%)</b>	<b>24(100%)</b>	<b>4(100%)</b>
What factors contribute to occurrence of adolescent acquaintance sexual assault? (n=67) (Multiple responses possible)	Teen hormones	4(33%)	9(33%)	7(29%)	1(100%)
	Boys cannot control themselves	3(25%)	1(4%)	4(17%)	1(25%)
	Girls lead boys on	2(17%)	3(11%)	6(25%)	3(75%)
	Teens' lack of understanding about sex and sexual assault	12(100%)	23(85%)	18(75%)	3(75%)
	Lack of communication between the involved persons	6(50%)	11(41%)	8(33%)	3(75%)
	Societal norms that don't hold assailants accountable	8(67%)	12(44%)	12(50%)	1(25%)
	Other	2(17%)	7(26%)	3(12%)	1(25%)
Note: % calculated on the number of respondents in that department (not # of responses)	Total number of respondents in each Investigative unit	n=12	n=27	n=24	n=4

**Table 4.8. Respondent Knowledge of Consequences of Sexual Assault**

Survey Question	Response Choices	Patrol	Investigations	Juvenile Services	Other	Not Specified	Total
Sexual assault victims are usually injured and require medical attention?	True	23(20%)	4(6%)	9(28%)	1(12%)	0(100%)	37(16%)
	False	89(79%)	63(94%)	23(72%)	7(88%)	1(100%)	183(83%)
	No response	1(1%)	0(0%)	0(0%)	0(0%)	0(0%)	1(1%)
	<b>Total</b>	<b>113</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>
Are adolescent girls who report sexual assault less likely to be believed than adults who report sexual assault?	Yes	32(28%)	21(31%)	18(56%)	4(50%)	1(100%)	76(34%)
	No	50(44%)	25(38%)	9(28%)	2(25%)	0(0%)	86(39%)
	No opinion or unsure	30(27%)	20(30%)	4(13%)	1(13%)	0(0%)	55(25%)
	No response	1(1%)	1(1%)	1(3%)	1(12%)	0(0%)	4(2%)
		<b>Total</b>	<b>113</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>221(100%)</b>

**Table 4.9. Knowledge of Consequences of Sexual Assault (Investigation Units)**

Survey Question	Response Choices	Investigations Unit (n=67)			
		Sex Crimes Unit	Child Abuse Unit	Domestic Violence Unit	Unit Not Specified
Sexual assault victims are usually injured and require medical attention?	True	0(0%)	3(11%)	1(4%)	0(0%)
	False	12(100%)	24(89%)	23(96%)	4(100%)
	No response	0(0%)	0(0%)	0(0%)	0(0%)
	<b>Total</b>	<b>12(100%)</b>	<b>27(100%)</b>	<b>24(100%)</b>	<b>4(100%)</b>
Are adolescent girls who report sexual assault less likely to be believed than adults who report sexual assault?	Yes	9(75%)	5(18%)	6(25%)	1(25%)
	No	3(25%)	15(56%)	7(29%)	0(0%)
	No opinion or unsure	0(0%)	6(22%)	11(46%)	3(75%)
	No response	0(0%)	1(4%)	0(0%)	0(0%)
	<b>Total</b>	<b>12(100%)</b>	<b>27(100%)</b>	<b>24(100%)</b>	<b>4(%)</b>

## **Sexual Assault Education**

Law enforcement officers were also asked about whether or not adolescents should learn more about sexual assault, who should teach this topic, and how it should be taught. Table 10 displays the law enforcement survey responses to this question. Overall, 92% of law enforcement respondents indicated that it would be helpful to very helpful for adolescents to learn more about sexual assault, and 80% indicated that a sexual assault curriculum should be taught in school.

**Table 4.10. Sexual Assault Education for Adolescent Students**

<b>Survey Question</b>	<b>Response Choices</b>	<b>Patrol</b>	<b>Investigations</b>	<b>Juvenile Services</b>	<b>Other</b>	<b>Not Specified</b>	<b>Total</b>
<i>NEED</i>							
How helpful for adolescents to learn about sexual assault?	Not helpful at all	0(0%)	2(3%)	1(3%)	0(0%)	0(0%)	4(2%)
	A little helpful	10(9%)	1(2%)	0(0%)	0(0%)	0(0%)	11(5%)
	Helpful	44(39%)	25(37%)	10(31%)	3(38%)	1(100%)	82(37%)
	Very helpful	59(52%)	37(55%)	20(63%)	5(62%)	0(0%)	121(55%)
	No response	0(0%)	2(3%)	1(3%)	0(0%)	0(0%)	3(1%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>
<i>WHERE</i>							
Should sexual assault curriculum be taught in school?	Yes	85(75%)	56(84%)	27(85%)	8(100%)	1(100%)	177(80%)
	No	10(9%)	4(6%)	1(3%)	0(0%)	0(0%)	15(7%)
	No opinion	18(16%)	7(10%)	3(9%)	0(0%)	0(0%)	28(13%)
	No response	0(0%)	0(0%)	1(3%)	0(0%)	0(0%)	0(0%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>
<i>WHEN</i>							
At what grade level should you begin to teach about sexual assault?	Elementary grades	10(9%)	11(16%)	3(9%)	2(25%)	0(0%)	26(12%)
	Grades 5/6	21(19%)	13(19%)	3(10%)	3(38%)	0(0%)	40(18%)
	Grades 7/8	42(37%)	20(30%)	7(22%)	3(37%)	0(0%)	72(33%)
	Grades 9/10	24(21%)	7(10%)	9(28%)	0(0%)	0(0%)	40(18%)
	Grades 11/12	7(6%)	3(5%)	2(6%)	0(0%)	0(0%)	12(5%)
	Combination	4(4%)	9(14%)	6(19%)	0(0%)	1(100%)	20(9%)
	No response	5(4%)	4(6%)	2(6%)	0(0%)	0(0%)	11(5%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>

**Table 4.10. (continued)**

<i>WHO</i>	<b>Response Choices</b>	<b>Patrol</b>	<b>Investigations</b>	<b>Juvenile Services</b>	<b>Other</b>	<b>Not Specified</b>	<b>Total</b>
Who should be responsible for implementing school-based sexual assault curriculum? (n=221) (Note: Multiple responses possible)	Classroom teachers	28(25%)	11(16%)	9(28%)	2(25%)	0(0%)	50(23%)
	Life skills teacher	26(23%)	26(39%)	12(38%)	3(38%)	0(0%)	67(30%)
	Counselors	43(38%)	20(30%)	13(41%)	4(50%)	1(100%)	81(37%)
	Law enforcement	49(43%)	38(57%)	18(56%)	5(62%)	0(0%)	110(50%)
	Guest speakers from advocacy organization	47(42%)	29(43%)	19(59%)	2(25%)	0(0%)	97(44%)
	Other <i>Specified as:</i>	4(4%)	9(13%)	6(19%)	1(12%)	0(0%)	20(9%)
	<i>Group effort of all of above/ Partnership</i>						
	<i>Doctor/psychologist</i>						
	<i>Victims</i>						
	<i>Parents</i>						
	<i>School district/ administration</i>						
	<i>Health/P.E. teacher</i>						
	<i>Don't teach this subject</i>						
Note: % calculated on the number of respondents in that unit (not # of responses)	Total number of respondents in each department	n=113	n=67	n=32	n=8	n=1	n=221



**Table 4.10. (continued)**

<i>HOW</i>	<b>Response Choices</b>	<b>Patrol</b>	<b>Investigations</b>	<i>Juvenile Services</i>	<b>Other</b>	<b>Not Specified</b>	<b>Total</b>
<b>Most meaningful way to convey information about sexual assault?</b>	Lectures	39(34%)	31(46%)	16(50%)	3(38%)	0(0%)	89(40%)
	Movies/video	41(36%)	31(47%)	19(59%)	4(50%)	0(0%)	95(43%)
	Group discussions	69(61%)	46(69%)	23(72%)	4(50%)	1(100%)	143(65%)
	Guest speakers	56(50%)	36(54%)	21(66%)	6(75%)	1(100%)	120(54%)
	Other	6(5%)	14(21%)	8(25%)	0(0%)	0(0%)	28(13%)
	<i>Other specified as:</i>						
	<i>At home with parents</i>						
	<i>Role play between students</i>						
	<i>Peer speakers</i>						
	<i>Various mediums for different types of learning</i>						
Note: % calculated on the number of respondents in that department (not # of responses)	Total number of respondents in each department	n=113	n=67	n=32	n=8	n=1	n=221

**Table 4. 11. Sexual Assault Education for Adolescent Students by Investigations Unit**

Survey Question	Response Choices	Investigations Unit (n=67)			
		Sex Crimes Unit	Child Abuse Unit	Domestic Violence Unit	Unit Not Specified
NEED					
How helpful for adolescents to learn about sexual assault?	Not helpful at all	0(0%)	0(0%)	2(8%)	0(0%)
	A little helpful	1(8%)	0(0%)	0(0%)	0(0%)
	Helpful	0(0%)	10(37%)	13(54%)	2(50%)
	Very helpful	11(92%)	15(56%)	9(38%)	2(50%)
	No response	----	2(7%)	---	---
	Total	12(100%)	27(100%)	24(100%)	4(100%)
WHERE					
Should sexual assault curriculum be taught in school?	Yes	11(92%)	25(93%)	17(71%)	3(75%)
	No	0(%)	2(7%)	2(8%)	0(0%)
	No opinion	1(8%)	0(0%)	5(21%)	1(25%)
	Total	12(100%)	27(100%)	24(100%)	4(100%)
WHEN					
At what grade level should you begin to teach about sexual assault?	Elementary grades	1(8%)	8(30%)	2(8%)	0(0%)
	Grades 5/6	3(25%)	7(26%)	3(13%)	0(0%)
	Grades 7/8	2(17%)	6(22%)	10(42%)	2(50%)
	Grades 9/10	2(17%)	3(11%)	2(8%)	0(0%)
	Grades 11/12	2(17%)	0(0%)	1(4%)	0(0%)
	Combination	2(16%)	3(11%)	2(8%)	2(50%)
	No response	0(0%)	0(0%)	4(17%)	0(0%)
	Total	12(100%)	27(100%)	24(100%)	4(100%)
WHO					
Who should be responsible for implementing school-based sexual assault curriculum? (n=67) (Note: Multiple responses possible)	Classroom teachers	1(8%)	2(7%)	7(29%)	1(25%)
	Life skills teacher	7(58%)	11(41%)	8(33%)	0(0%)
	Counselors	4(33%)	4(15%)	10(42%)	2(50%)
	Law enforcement	9(75%)	12(44%)	14(58%)	3(75%)
	Guest speakers from advocacy organization	9(75%)	13(48%)	6(25%)	1(25%)
	Other	0(0%)	7(26%)	1(4%)	1(25%)

**Table 4.11 (continued)**

<i>HOW</i>	<b>Response Choices</b>	<b>Sex Crimes Unit</b>	<b>Child Abuse Unit</b>	<b>Domestic Violence Unit</b>	<b>Unit Not Specified</b>
<u>Most</u> meaningful way to convey information about sexual assault? (n=67) (Note: Multiple responses possible)	Lectures	8(67%)	13(48%)	8(33%)	2(50%)
	Movies/video	7(58%)	11(41%)	11(46%)	2(50%)
	Group discussions	10(83%)	17(63%)	15(62%)	4(100%)
	Guest speakers	8(67%)	15(56%)	11(46%)	2(50%)
	<i>Other</i>	1(8%)	9(33%)	3(12%)	1(25%)
Note: % calculated on the number of respondents in that department	Total number of respondents in each department	n=12	n=27	n=24	n=4

### **Reporting Sexual Assault and San Diego Police Department Sponsored Education**

The respondents were asked whether teachers are mandated reporters of sexual assault/abuse. Eighty-five percent of the respondents said “yes,” while only 12% of the respondents said no or unsure (see Table 4.12).

**Table 4.12. Mandated Reporting**

<b>Survey Question</b>	<b>Response Choices</b>	<b>Patrol</b>	<b>Investigations</b>	<b>Juvenile Services</b>	<b>Other</b>	<b>Dept. Not Specified</b>	<b>Total</b>
As far as you know, are teachers mandated reporters of sexual assault/abuse	Yes	98(87%)	56(84%)	26(81%)	7(88%)	1(100%)	188(85%)
	No	2(2%)	6(9%)	1(3%)	0(0%)	0(0%)	9(4%)
	Unsure	11(9%)	4(6%)	2(6%)	1(12%)	0(0%)	18(8%)
	No response	2(2%)	1(1%)	3(10%)	0(0%)	0(0%)	6(3%)
	<b>Total</b>	<b>113(100%)</b>	<b>67(100%)</b>	<b>32(100%)</b>	<b>8(100%)</b>	<b>1(100%)</b>	<b>221(100%)</b>

Respondents were asked if they had heard of the San Diego Police Department’s Sexual Assault Speakers Bureau. Forty-one percent of respondents had heard of the Speakers Bureau, while 57% either had not or were unsure if they have heard about it.

## **Discussion**

The results of the law enforcement survey indicate that the vast majority (93%) of those surveyed characterize their level of knowledge about sexual assault as either fair or high, and yet most officers (80%) still believe it would be helpful to learn more about sexual assault. A large number of police officers are unaware of recent findings on sexual assault. Only 10% of respondents indicated that the assailant's home is the most common location for adolescent sexual assaults by an acquaintance reported to the police. Most respondents (80%) believe that sexual assault curriculum should be taught in schools and 70% of respondents believe education should start by the 8<sup>th</sup> grade or earlier. Fifty percent (50%) of the respondents indicated that law enforcement should have a role in the development and implementation of a school-based sexual assault educational curriculum.

## **Chapter Five**

### **Victim Advocate Survey Results**

#### **Advocate Demographics**

The advocate survey was distributed to persons who self identified themselves as victim advocates. These advocates worked as paid or volunteer staff in one of the local area San Diego based community rape crisis centers, hospitals, or other community-based agencies. Convenience sampling was used. The advocate responses to these surveys were used for the specific purpose of collecting information for the development of curriculum materials and are not intended to be representative of a general population of advocates. Seventy-eight advocate surveys were completed and returned to the Institute for Public Health for analysis. Ninety-five percent of the victim advocates were female. The mean age of advocate respondents was 32.7 years, with ages ranging from 20 to 63 years. In general, most of the victim advocates in this convenience sample were young and had not been involved in the field for too many years. 81% of the respondents indicated that they had less than five years of experience as an advocate, and only two respondents had more than ten years of experience.

The respondents race/ethnicity was described as follows: White/Anglo 68%, Hispanic 9%, African-American 9%, Asian/Pacific Islander 5%, and other 9%. Thirty-six percent of victim advocates indicate that they have children, 13% have one child, 14% two children, 5% three children, and 4% have four children.

Seventy-nine percent (79%) of the advocates indicated that they had talked to their own children about sexual assault. Among the 21% who had not discussed this topic with their children, the most common reason for not discussing it was that their children were not old enough.

#### **Sexual Assault Knowledge**

Advocates were asked to characterize their level of knowledge about sexual assault. All but one respondent (99%) characterized their knowledge of sexual assault to be at a fair to high level. Yet 99% of the advocate respondents still believed additional education about sexual assault would be beneficial for them.

The advocates were asked six knowledge questions about the content and character of adolescent sexual assault reported to law enforcement. The first was a true/false question: "Sexual assault only happens to women and girls." All of the victim advocates (100%) correctly answered that this statement is false.

Table 5.1 describes advocate responses to the remaining five knowledge questions. Most advocates easily recognized that although sexual assault occurs to all age groups of women, it is most often a crime against younger women. Sixty-six percent of victim advocates correctly identified the high prevalence of acquaintance (non-stranger) sexual assault reported to law enforcement. However, only 3% recognized that the majority of adolescent sexual assaults are reported to occur in the assailant's home and not the victim's home. Respondents recognized the dangers of drugs and alcohol as well as the risk of the after school and evening hours for adolescents. Advocates responded that lack of understanding about sex and sexual assault, and communication problems are significant contributors toward adolescent sexual

assault. Other contributing factors identified by advocates include power/control and assertiveness issues, a sexist culture, lack of understanding of consequences of behavior by men, and misconceptions of appropriate behavior.

**Table 5.1. Knowledge of Characteristics of Adolescent Sexual Assault**

Survey Question	Response Choices	Respondent	
		Number	Percent
<b>WHO</b>			
The most common age of a sexual assault/rape victim is?	13-19 years old	21	27%
	20-25 years old	26	33%
	26-30 years old	0	0%
	Over 30 years old	0	0%
	Unsure	25	32%
	No response	6	8%
	<b>Total</b>	<b>78</b>	<b>100%</b>
What percent of adolescent sexual assaults reported to the police involve acquaintances?	Less than 25%	8	10%
	25-50%	3	4%
	51-75%	15	19%
	Greater than 75%	51	66%
	No response	1	1%
	<b>Total</b>	<b>78</b>	<b>100%</b>
<b>WHERE</b>			
Most common location for adolescent sexual assault by acquaintance?	Victim's home	40	51%
	Party or gathering	21	27%
	School	0	0%
	Assailant's home	2	3%
	Outdoors or in car	4	5%
	Combination	6	8%
	Other	2	2%
	No response	3	4%
	<b>Total</b>	<b>78</b>	<b>100%</b>
<b>WHEN</b>			
Time of day <u>most</u> sexual assaults occur?	Early morning hours (before school)	0	0%
	8am-3pm	5	6%
	3pm-5pm (after school)	17	22%
	Evening hours (after 6pm)	40	51%
	Late night hours (after midnight)	10	13%
	Combination	3	4%
	No response	3	4%
	<b>Total</b>	<b>78</b>	<b>100%</b>

**Table 5.1. (continued)**

<b>CONTRIBUTING FACTORS</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
How often are drugs and alcohol involved in sexual assault?	Never	0	0%
	Sometimes but not often	6	8%
	Very frequently	68	87%
	Always	2	3%
	No response	2	2%
	<b>Total</b>	<b>78</b>	<b>100%</b>
What factors contribute to occurrence of adolescent acquaintance sexual assault? (n=78) (Note: Multiple responses possible)	Teen hormones	3	4%
	Boys cannot control themselves	1	1%
	Girls lead boys on	1	1%
	Teens' lack of understanding about sex and sexual assault	69	88%
	Lack of communication between the involved persons	28	36%
	Other	17	22%
	<i>Other specified as:</i>		
	<i>Alcohol</i>		
	<i>Power/control /assertiveness issues</i>		
	<i>Media</i>		
	<i>Socialization</i>		
	<i>Sexist culture</i>		
	<i>Misconceptions of appropriate behavior</i>		
	<i>Lack understanding of consequences</i>		
	<i>Some people are rapists; sexual deviance</i>		

Advocates were also asked about the consequences of adolescent sexual assault. In reality, sexual assault victims are rarely physically injured sufficient enough to require medical attention. Seventy-one percent (71%) of advocates were aware of this fact. However, it is a danger to trivialize the crime of sexual assault simply because significant injury does not occur. The psychological harm caused by violent crime, particularly violent crime that involves betrayal of trust during the developmental years can have long lasting implications. Interestingly, almost half of the advocate respondents (47%) indicated that they believed that adolescent girls are less likely to be believed than adults when reporting sexual assault.

**Table 5.2. Respondent Knowledge of the Consequences of Sexual Assault**

Survey Question	Response Choices	Respondent	
		Number	Percent
Sexual assault victims are usually injured and require medical attention?	True	19	24%
	False	55	71%
	No response	4	5%
	<b>Total</b>	<b>78</b>	<b>100%</b>
Are adolescent girls less likely to be believed than adults reporting sexual assault?	Yes	37	47%
	No	24	31%
	No opinion	14	18%
	No response	3	4%
	<b>Total</b>	<b>78</b>	<b>100%</b>

### **Sexual Assault Education**

Advocates were also asked questions about whether or not they felt that adolescents should learn more about sexual assault, who should teach this topic, and how should it be taught. Table 5.3 displays the survey responses to these questions.

Eighty-seven percent (87%) of advocate respondents indicated that it would be very helpful for adolescents to learn more about sexual assault, while 92% indicated that a sexual assault educational curriculum should be taught in school. Sixty-four percent (64%) indicated that sexual assault education should begin in grades 7/8 or before. Consistent with the survey of other stakeholder groups for this project, there was support among advocates for instruction from many different professional groups including teachers, counselors, law enforcement, parents, peers, victims, and perpetrators. There was particular support (80%) for guest speakers from advocate organizations. There was also support for a wide variety of methods of teaching this topic. Advocates strongly indicated that prevention strategies should be focused on more than just potential victims. Prevention strategies should include perpetrators, victims, and society as a whole.



**Table 5.3. Sexual Assault Education for Adolescent Students**

Survey Question	Responses Choices	Respondent	
		Number	Percent
<b>NEED</b>			
How helpful for students to learn about sexual assault?	Not helpful at all	0	0%
	A little helpful	0	0%
	Helpful	9	12%
	Very helpful	68	87%
	No response	1	1%
	<b>Total</b>	<b>78</b>	<b>100%</b>
<b>WHERE</b>			
Should sexual assault curriculum be taught in school?	Yes	72	92%
	No	2	3%
	No opinion/not sure	3	4%
	No response	1	1%
	<b>Total</b>	<b>78</b>	<b>100%</b>
<b>WHEN</b>			
At what grade level should sexual assault curriculum be implemented?	Elementary grade	18	23%
	Grade 5/6	10	13%
	Grade 7/8	22	28%
	Grade 9/10	13	17%
	Grade 11/12	1	1%
	Combination (more than selected)	13	17%
	No response	1	1%
	<b>Total</b>	<b>78</b>	<b>100%</b>
<b>WHO</b>			
Who should be responsible for implementing school-based sexual assault curriculum? (n=78) (Note: Multiple responses possible)	Classroom teachers	27	35%
	Life skills teacher	49	63%
	Counselors	49	63%
	Law enforcement	44	56%
	Guest speakers from advocacy organizations	62	80%
	Other	11	14%
	<i>Other specified as:</i>		
	<i>Parents</i>		
	<i>Peers</i>		
	<i>Advocates</i>		
	<i>Victims and perpetrators</i>		
	<i>Teachers or counselors trained by advocates</i>		

**Table 5.3. (continued)**

<b>HOW</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
Most meaningful way to convey information about sexual assault? (n=78) (Note: Multiple answers possible)	Lectures	20	26%
	Movies/video	42	54%
	Group discussions	67	86%
	Guest speakers	54	69%
	Other	9	12%
	<i>Other specified as:</i>		
	<i>All above</i>		
	<i>Information Booklets</i>		
	<i>Interactive presentation by peers/role play</i>		
	<i>Music</i>		
	<i>Survivors</i>		
	<i>Mentors</i>		
	<i>Peer counselor</i>		
<b>FOCUS</b>			
The main focus of prevention strategies should be directed toward? (n=78) (Multiple responses possible)	Victim	2	3%
	Perpetrator	7	9%
	Society (as a whole)	18	23%
	All of the above	55	70%
	Other	2	3%
	<i>Other specified as:</i>		
	<i>Focus on relationships, abuse cycles, sexual assault cycles</i>		
	<i>Anyone who is sexually active, kids, students</i>		

### **Sexual Assault Reporting**

Rape/sexual assault is the most underreported of violent crimes. Advocates were asked to indicate why this is true. Their responses are displayed in Table 5.4.

**Table 5.4. Advocate Opinions on Reasons for Underreporting of Rape/Sexual Assault**

Survey Question:	Respondent	
	Number	Percent
<i>Rape/sexual assault is currently the most underreported violent crime. This is due in part to:</i>		
<b>Choices:</b> <i>(Multiple responses possible)</i>		
1. The treatment victims receive from the criminal justice system	5	6%
2. The victim's perception that an illegal activity has occurred	6	8%
3. Whether or not the police officer's perception of the disclosed event agrees with that of the victim	1	1%
4. All of the above	59	76%
5. Other <i>(specified as:</i>	15	19%
Victims afraid/scared		
Victims embarrassed and feel ashamed		
Victims feel they are to blame/feelings of guilt		
Social stigma		
Victim knows the perpetrator/assailant		
Victim does not want to go through legal fight		

### **Advocate Comments**

Twelve of the advocate respondents (15%) took the opportunity to comment further on adolescent sexual assault, and the development of a sexual assault curriculum in the space provided at the bottom of the survey. Respondents believed sexual assault was an important issue and students need information. One respondent commented that sexual assault does not discriminate and education should start in the elementary grades. One advocate said it is vital that adolescents understand what a healthy, consenting sexual encounter is in order to set their own boundaries and recognize sexual assault. It was suggested that since students learn in different ways, educational techniques be varied to keep the students interested and to reach the most students. One respondent said sexual assault should be taught as "an awareness," but not as a curriculum. Because sexual assault "myths" are common in our culture, one advocate strongly believed that simple education on the subject could make such a difference. One respondent, although saying it was important to include parents in sexual assault curriculum development, expressed the concern that if parents do not have the correct facts on sexual assault, they may be detrimental. This respondent also worried that parents may be abusers.

One respondent said that sexual assault awareness in general is getting a little better but that awareness of adolescent sexual assault is "nil." One advocate believes that it is more beneficial to emphasize positive behaviors, proper conduct, and good morals. One advocate wants to see responsibility for the crime switched from the victim to the perpetrator. Another advocate wants to see the elements of our rape culture confronted and addressed with gender roles being challenged.

## **Discussion**

The majority of victim advocates responding to this survey have been victim advocates less than five years. They believe that they have a fair to high level of knowledge about sexual assault, however they acknowledge that it would be helpful for them to learn more. Even among this group of professionals with a special interest and awareness of sexual assault, their knowledge of some characteristic of adolescent sexual assault is not completely accurate. Only 66% of the advocates correctly recognized the very high prevalence of non-stranger adolescent sexual assaults reported to law enforcement. On the other hand, the advocates were the only stakeholder group surveyed for this project who as an entire group correctly answered the question that women and girls are not the only victims of sexual assault.

The advocates believe that it is important for adolescent students to learn more about sexual assault and have the correct information about this crime. The advocates as a group also believe that the focus of prevention needs to be multi-level with strategies directed toward the victim, the perpetrator, and society as a whole. They believe that they should play a role implementing a school-based sexual assault curriculum as guest speakers. Advocates believe that group discussions and guest speakers are the two most meaningful ways to convey information about sexual assault.

## Chapter 6

### Medical/Forensic Examiner Survey Results

#### Medical Examiner Demographics

A total of eight medical examiners, seven females and one male, all describing their race/ethnicity as White/Anglo, responded to the survey. As with the other stakeholder groups identified and surveyed for this project, this is a convenience sample and is not intended to be representative of medical/forensic examiners in general. The average age of the examiners was 43 years old with ages ranging from 30 to 58 years old. Six of the respondents have no children, while two respondents have children. One respondent has one child under the age of ten, and the other has both a child under ten and a child over ten. Both respondents with children have never talked with them about sexual assault. The reasons given for not having discussed sexual assault were the child was not old enough in the case of the parent of a two year old, and for the other respondent that the topic never came up. Descriptions of the respondents' professional status and experience as a forensic medical examiner are found in Table 6.1.

**Table 6.1. Respondent Professional Title and Experience as a Forensic Examiner**

Professional Title	Respondent	
	Number	Percent
Criminalist	3	38%
Nurse with forensic specialty	3	38%
Nurse Practitioner	1	12%
Combination	1	12%
<b>Total</b>	<b>8</b>	<b>100%</b>
<b>Experience as Forensic Medical Examiner</b>		
Less than 5 years	1	12%
5-10 years	3	38%
Greater than 10 years	3	38%
Missing (no response)	1	12%
<b>Total</b>	<b>8</b>	<b>100%</b>

## **Sexual Assault Knowledge**

The majority of respondents (6/8, 75%) characterized their level of knowledge about sexual assault as high, one respondent (1/8, 12%) characterized her level of knowledge as fair, and the last (1/8, 13%) described it as very little. Acknowledging a need for education in the area of sexual assault, the majority of respondents (6/8, 75%) felt that learning more about sexual assault would be very helpful, while 25% (2/8) said it would be helpful.

The medical examiner survey results on awareness of victim characteristics are displayed in Table 6.2.

**Table 6.2. Sexual Assault Knowledge**

Survey Question	Response Choices	Respondent	
		Number	Percent
Sexual assault only happens to women or girls?	False	8	100%
	True	0	0%
	Total	8	100%
Most common age of sexual assault/rape victim?	13-19 years old	5	62%
	20-25 years old	3	38%
	26-30 years old	0	0%
	Over 30 years old	0	0%
	Total	8	100%

Medical examiners were also asked to respond to questions about the characteristics of adolescent sexual assault, and some possible outcomes of sexual assault. The results of the survey in these areas are displayed in Tables 6.3 and 6.4.

**Table 6.3. Knowledge of Characteristics of Adolescent Sexual Assault**

Table 1: Frequency of Characteristics of Adolescent Sexual Assault			
Survey Question	Response Choices	Respondent	
		Number	Percent
<b>WHO</b>			
Most likely to be assaulted by?	Younger males	0	0%
	Males about same age	3	38%
	Older males	5	62%
	Total	8	100%
What percentage of adolescent sexual assaults reported to the police involve acquaintances?	Less than 25%	0	0%
	25-50%	1	12%
	51-75%	3	38%
	Greater than 75%	4	50%
	Total	8	100%
<b>WHERE</b>			
Most common location for adolescent sexual assault by acquaintance?	Victim's home	3	38%
	Party or gathering	4	50%
	School	0	0%
	Assailant's home	0	0%
	Outdoors or in car	0	0%
	Other ( <i>specified "at a house"</i> )	1	12%
	Total	8	100%

**Table 6.3. (continued)**

<b>WHEN</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
Time of day <u>most</u> sexual assaults occur?	Early morning hours (before school)	0	0%
	8am-3pm	0	0%
	3pm-5pm (after school)	3	38%
	Evening hours (after 6pm)	3	38%
	Late night hours (after midnight)	1	12%
	Combination (specified 8am-3pm and 3pm-5pm)	1	12%
	Total	<b>8</b>	<b>100%</b>
<b>CONTRIBUTING FACTORS</b>			
How often are drugs and alcohol involved in sexual assault?	Never	0	0%
	Sometimes but not often	2	25%
	Very frequently	6	75%
	Always	0	0%
	Total	<b>8</b>	<b>100%</b>



**Table 6.4. Respondent Knowledge of the Outcome of Sexual Assault**

Survey Question	Response Choices	Respondent	
		Number	Percent
Sexual assault victims are usually injured and require medical attention?	True	0	0%
	False	8	100%
	<b>Total</b>	<b>8</b>	<b>100%</b>
Are adolescent girls less likely to be believed than adults reporting sexual assault?	Yes	4	50%
	No	2	25%
	No opinion	2	25%
	<b>Total</b>	<b>8</b>	<b>100%</b>

Four respondents (50% of the examiners surveyed) indicated they believe that adolescent girls are less likely to be believed than adults reporting sexual assault. Two respondents said it is because adolescent girls experiment with drinking and drugs thus appearing less responsible. One respondent indicated that adolescent perceptions of events are much different than adult perceptions, making adolescents less believable to adult investigators. One respondent, explaining why she did not believe an adolescent girl is less likely to be believed than an adult, felt that their limited knowledge and experience in this area would aid in validating their claim of sexual assault.

### **Sexual Assault Education**

The opinion of medical examiners was also sought in the area of the need for sexual assault education for adolescents, and how such education should be implemented or provided. Answers were sought on how helpful would it be, where it should be taught and who should teach it. Table 6.5 displays the survey responses.

**Table 6.5. Sexual Assault Education for Adolescents**

Survey Question	Responses Choices	Respondent	
		Number	Percent
<b>NEED</b>			
How helpful for students to learn more about sexual assault?	Not helpful at all	0	0%
	A little helpful	0	0%
	Helpful	2	25%
	Very helpful	6	75%
	<b>Total</b>	<b>8</b>	<b>100%</b>
<b>WHERE</b>			
Should sexual assault curriculum be taught in school?	Yes	7	88%
	No	0	0%
	No opinion	1	12%
	<b>Total</b>	<b>8</b>	<b>100%</b>
<b>WHEN</b>			
At what grade level should a sexual assault curriculum be implemented?	Elementary grade	4	50%
	Grade 5/6	3	38%
	Grade 7/8	1	12%
	Grade 9/10	0	0%
	Grade 11/12	0	0%
	Total	<b>8</b>	<b>100%</b>
<b>WHO</b>			
Who should be responsible for implementing school-based sexual assault curriculum? (n=8) (Note: Multiple responses possible)	Classroom teachers	4	50%
	Life skills teacher	4	50%
	Counselors	6	75%
	Law enforcement	6	75%
	Guest speakers from advocacy organization	8	100%
	Guest speakers from medical field	6	75%

<b>HOW</b>	<b>Response Choices</b>	<b>Number</b>	<b>Percent</b>
<u>Most</u> meaningful way to convey information about sexual assault?	Lectures	1	13%
	Movies/video	1	12%
	Group discussions	2	25%
	Guest speakers	1	12%
	Combination of above	3	38%
	<b>Total</b>	<b>8</b>	<b>100%</b>
<b>FOCUS</b>			
The main focus of prevention strategies should be directed toward?	Victim	2	25%
	Perpetrator	0	0%
	Society (as a whole)	0	0%
	All of the above	6	75%
	<b>Total</b>	<b>8</b>	<b>100%</b>

## **Discussion**

The respondents to this survey were experienced forensic medical examiners, the majority of who felt they had a high level of knowledge of sexual assault but still believed that learning more about sexual assault would be very helpful. All respondents agreed that sexual assault does not discriminate by sex, that both males and females can become the victims. All respondents also disagreed with the statement that victims are usually injured and require medical attention. On all other sexual assault knowledge questions, the respondents varied in their awareness of the latest findings on sexual assault. Updating these very important members of the team responsible for sexual assault victims is important. As with all other stakeholder groups, medical examiner respondents believe that education on sexual assault would be helpful or very helpful for adolescent students and the majority (87%) believe this curriculum should be taught in our schools, and begin prior to sixth grade.

## Chapter 7

### Comparison of Stakeholder Groups

In preparation for the development of a school-based sexual assault curriculum for adolescents, six stakeholder groups were surveyed each with unique and special interests in adolescent sexual assault. The stakeholder groups included were 1) adolescent students, 2) parents, 3) teachers, 4) law enforcement personnel, 5) victim advocates, and 6) forensic medical examiners. Each group brings its own perspective and each has a commitment to the reduction of adolescent sexual assault in our community. The survey questionnaires were designed specifically for each group with unique questions appropriate for the specific stakeholders as well as common questions across questionnaires. Some of the questions were designed to determine how knowledgeable each group was about sexual assault, other questions were designed to determine the perceived need for a sexual assault curriculum and the ways in which the curriculum might be implemented. There are chapters in this document that describe in detail the survey responses for each stakeholder group. This chapter compares the stakeholder group responses to those questions that were asked on all stakeholder surveys.

A total of 900 surveys were returned for analysis. The group totals were as follows: 388 students (43% of all surveys), 221 law enforcement officers (25%), 107 parents (12%), 98 teachers (11%), 78 advocates (9%) and 8 forensic medical examiners (<1%). Please note that because of the small number of medical forensic examiners (only 8 respondents), this group has been eliminated from the statistical calculations, but percentages for each table category are included for your information and for comparison purposes. Statistical significance was calculated using the Chi-square test at the  $\alpha = 0.05$  level of significance. Missing values were excluded from calculations of significance in the tables that follow. For questions on sexual assault knowledge that have a correct answer according to published data, correct responses are distinguished by column shading.

#### **Respondent Demographics**

The majority of respondents in all of the adult surveyed groups identified their race/ethnicity as White/Anglo. With the exception of the law enforcement stakeholder group, the majority were also female. The most common age group for adult respondents was 31-40 years old. Table 7.1 compares gender, race/ethnicity and age for the surveyed groups.

The advocate, parent, and teacher stakeholder groups were predominantly female, while 73% of the law enforcement group was male. Advocates were the youngest in age (53% 20-30 years), while parents were the oldest (56% 41-50 years). There was no statistically significant differences in the stakeholder groups by race. Overall, 68% of respondents described themselves as White/Anglo, 14% Hispanic, 8% African-American, 5% Asian, and 5% other.

**Table 7.1. Adult Stakeholder Gender, Age Category, and Race**

GENDER							
Survey Group	N	Male	Female	p*			
Advocates	78	5%	95%	<0.001			
Law Enforcement	219	73%	27%				
Parents	107	20%	80%				
Teachers	98	32%	68%				
Overall	502	43%	57%				
Medical	8	12%	88%				
AGE							
Survey Group	N	20-30 Years old	31-40 Years old	41-50 Years old	51-60 Years old	61-70 Years old	p*
Advocates	78	53%	22%	14%	8%	3%	<0.001
Law Enforcement	210	18%	51%	23%	7%	1%	
Parents	103	2%	33%	56%	8%	1%	
Teachers	97	45%	20%	18%	17%	0%	
Overall	487	26%	36%	28%	9%	1%	
Medical		12%	38%	25%	25%	0%	
RACE							
Survey Group	N	African-American	White/Anglo	Asian/Pacific Islander	Hispanic	Other	p
Advocates	77	10%	69%	7%	10%	4%	0.125
Law Enforcement	218	9%	61%	5%	20%	5%	
Parents	106	6%	78%	2%	10%	4%	
Teachers	97	8%	71%	7%	8%	6%	
Overall	498	8%	68%	5%	14%	5%	
Medical	8	0%	100%	0%	0%	0%	

\* Significant at the  $\alpha = 0.05$  level

As expected, all of those responding to the parent survey had children, and a majority of the adult respondents overall had children including 69% of the law enforcement respondents. However, the majority of advocates (64%), teachers (61%), and medical forensic examiners (75%) did not have children. Overall, 62% of the respondents with children had female children, and 77% had male children. Forty-eight percent (48%) of the respondents only had children 10 years of age or older.

**Table 7.2. Children by Stakeholder Group**

		Does respondent have children?			
Survey Group	N	Yes	No	p*	
Advocates	78	36%	64%	<0.001	
Law Enforcement	221	69%	31%		
Parents	107	100%	0%		
Teachers	98	39%	61%		
Overall	504	65%	35%		
Medical	8	25%	75%		
		What gender are the children of respondents?			
Survey Group	N	Male only	Female only	Both male and female	p
Advocates	28	46%	22%	32%	0.676
Law Enforcement	153	39%	20%	41%	
Parents	106	37%	27%	36%	
Teachers	38	29%	26%	45%	
Overall	325	38%	23%	39%	
Medical	2	0%	50%	50%	
		Children's ages categorized			
Survey Group		At least 1 child less than 10 years old	All children 10 years old or older	p*	
Advocates	28	46%	54%	0.022	
Law Enforcement	153	61%	39%		
Parents	107	45%	55%		
Teachers	38	40%	60%		
Overall	326	52%	48%		
Medical	2	100%	0%		

\*Significant at the  $\alpha = 0.05$  level

## **Comparison of Stakeholder Knowledge of Sexual Assault**

All adult respondents were asked to self-assess their level of knowledge about adolescent sexual assault. All respondents (including the students) were asked if it would be helpful for them to learn more about sexual assault. Twenty-two percent (22%) of adult respondents indicated that they had a “high” level of knowledge about sexual assault, and 68% indicated that their knowledge was “fair.” Advocates were the most likely to describe their knowledge as “high” (46%), while parents were the least likely to describe their knowledge as “high” (13%). Teachers had the highest percentage of respondents who described their knowledge as “very little” (19%). Very few adults described their knowledge of sexual assault as “none”. Overall, 37% of respondents indicated that it would be “very helpful” to learn more about sexual assault, and 81% indicated it would be “helpful” or “very helpful.”

**Table 7.3. Stakeholder Knowledge of Sexual Assault and Desire for More Education**

Survey Group	N	Level of Sexual Assault Knowledge				
		None	Very little	Fair level	High level	p*
Advocates	78	0%	1%	53%	46%	<0.001
Law Enforcement	221	1%	7%	71%	21%	
Parents	106	1%	11%	75%	13%	
Teachers	95	0%	19%	64%	17%	
<b>Overall</b>	<b>500</b>	<b>1%</b>	<b>9%</b>	<b>68%</b>	<b>22%</b>	
<i>Medical</i>	8	0%	12%	13%	75.0%	
Survey Group	N	How helpful for you to learn more about sexual assault?				
		Not at all	A little helpful	Helpful	Very helpful	p*
<i>Students</i>	379	7%	15%	40%	38%	0.001
<i>Advocates</i>	77	0%	3%	45%	52%	
<i>Law Enforcement</i>	221	3%	17%	52%	28%	
<i>Parents</i>	102	5%	14%	46%	35%	
<i>Teachers</i>	97	3%	7%	42%	48%	
<b>Overall</b>	<b>876</b>	<b>5%</b>	<b>14%</b>	<b>44%</b>	<b>37%</b>	
<i>Medical</i>	8	0%	0%	25%	75%	

\*Statistically significant differences in selections by group using the  $\chi^2$  test at  $\alpha = 0.05$

Stakeholder groups were asked to answer a few questions about the character and context of adolescent sexual assaults reported to law enforcement. Their responses were compared with recent literature and epidemiological studies of this crime.

The respondents were overwhelmingly aware that women and girls are not the only victims of sexual assault with 99% answering “false” to the statement “Sexual assault only happens to women and girls.”

**Table 7.4. Who are Victims of Sexual Assault?**

Survey Group	N*	Sexual assault only happens to women and girls.		
		True?	False?	p
<i>Advocates</i>	78	0%	100%	0.45
<i>Law Enforcement</i>	221	1%	99%	
<i>Parents</i>	106	2%	98%	
<i>Teachers</i>	97	1%	99%	
<b>Overall</b>	<b>502</b>	<b>1%</b>	<b>99%</b>	
<i>Medical</i>	8	1%	99%	

In San Diego County and throughout the United States, recent studies demonstrate that greater than 75% of adolescent sexual assaults reported to law enforcement involve non-stranger suspects (i.e. someone known to the victim). Advocates were the most likely to understand this, while students were very unaware of this fact. Only 19% of students answered correctly. This is of concern to those interested in protecting adolescents from harm, as they appear to be unaware of the risk from non-strangers.

**Table 7.5. Stakeholder knowledge of acquaintance sexual assault**

Survey Group	N	What percent of adolescent sexual assaults involve acquaintance suspects?				p*
		Less than 25%	25-50%	51-75%	Greater than 75%	
<i>Students</i>	384	17%	35%	29%	19%	< 0.001
<i>Advocates</i>	77	10%	4%	20%	66%	
<i>Law Enforcement</i>	221	8%	11%	35%	46%	
<i>Parents</i>	101	8%	15%	31%	46%	
<i>Teachers</i>	96	10%	12%	32%	46%	
<b>Overall</b>	<b>879</b>	<b>13%</b>	<b>21%</b>	<b>30%</b>	<b>36%</b>	
<i>Medical</i>	8	0%	12.5%	37.5%	50.0%	

\*Statistically significant differences in selections by group using the  $\chi^2$  test at  $\alpha = 0.05$

The most common location for adolescent sexual assault by an acquaintance is the assailant's home, followed by a party or other gathering. Adolescent sexual assault by a non-stranger suspect first involves betrayal of trust. Adolescent girls frequently voluntarily accompany suspects to their homes not recognizing the dangers. The responses from the surveyed adult groups indicated that overall (92%) they are unaware of this. Most adults indicated that they felt the assaults most frequently occurred in the victim's home (45%). The parent stakeholder group selected this answer more frequently than the other adult groups, but even then, only 13% of the parents made this selection. The majority of students understood the danger in the "party or gathering" situation, but they were unaware of the frequency of occurrence in the home of the assailant. Here again students are unaware of a potentially dangerous/harmful situation.



**Table 7.6. What is the most common location of adolescent sexual assault?**

Survey Group	N	Location of Sexual Assault						
		Victim's home	Party or gathering	School	Assailant home	Outdoors or in car	Other/ Combo	p
<i>Advocates</i>	75	53%	28%	0%	3%	5%	11%	0.24
<i>Law Enforcement</i>	220	41%	32%	2%	10%	7%	8%	
<i>Parents</i>	102	42%	33%	2%	13%	7%	3%	
<i>Teachers</i>	95	49%	26%	4%	5%	6%	10%	
<b>Overall</b>	<b>465</b>	<b>45%</b>	<b>30%</b>	<b>2%</b>	<b>8%</b>	<b>7%</b>	<b>8%</b>	
<i>Students</i>	382	11%	66%	Not asked	7%	11%	5%	
<i>Medical</i>	8	38%	50%	0%	0%	0%	12%	

The majority of adolescent sexual assaults occur in the evening hours of 6:00 pm – 12:00 am. However, approximately 25% occur in the after school hours of 3:00pm – 7:00 pm. Most stakeholders correctly recognized this risk. Parents were the most likely to recognize the after-school risk.

**Table 7.7. Most Common Time for Adolescent Sexual Assault**

Survey Group	N	Time of Sexual Assault						
		Early AM	8AM-3PM	3-5PM	Evening After 6PM	Late night	Combo	p*
<i>Advocates</i>	75	0%	7%	23%	53%	13%	4%	<0.001
<i>Law Enforcement</i>	218	1%	12%	31%	44%	10%	2%	
<i>Parents</i>	103	2%	6%	56%	32%	3%	1%	
<i>Teachers</i>	96	0%	8%	41%	35%	16%	0%	
<b>Overall</b>	<b>492</b>	<b>1%</b>	<b>9%</b>	<b>37%</b>	<b>41%</b>	<b>10%</b>	<b>2%</b>	
<i>Medical</i>	8	0%	0%	38%	38%	12%	12%	

\*Statistically significant differences in selections by group using the  $\chi^2$  test at  $\alpha = 0.05$

Note: Student surveys did not contain this question.

## Contributing Factors

Sexual assault is a crime involving power and control. However, there are a number of contributing factors that may facilitate the crime. Chief among these is the presence of drugs or alcohol in the situation. Overall the majority of respondents (66%) correctly recognized that this drugs and alcohol were very frequently involved in the sexual assault of adolescents. Students as a group clearly recognized this risk (even overestimating the risk) with 32% indicating they believed that drugs and alcohol were always involved in adolescent sexual assault and 50% indicating they were very frequently involved.

**Table 7.8. Frequency of Drug and Alcohol Involvement In Adolescent Sexual Assault**

Survey Group	N	Frequency of drug and alcohol involvement				
		Never	Sometimes, but not often	Very frequently	Always	p*
<i>Students</i>	384	3%	15%	50%	32%	<0.001
<i>Advocates</i>	76	0%	8%	89%	3%	
<i>Law Enforcement</i>	221	0%	22%	76%	2%	
<i>Parents</i>	105	0%	24%	75%	1%	
<i>Teachers</i>	97	0%	17%	81%	2%	
<b>Overall</b>	<b>883</b>	<b>1%</b>	<b>18%</b>	<b>66%</b>	<b>15%</b>	
<i>Medical</i>	8	0%	25%	75%	0%	

\*Statistically significant differences in selections by group using the  $\chi^2$  test at  $\alpha = 0.05$

Adult stakeholders were also asked their opinion about several commonly held beliefs about the contributors to sexual assault. Teens lack of understanding about sex and sexual assault was selected most frequently as a contributor to adolescent sexual assault with 84% selecting this contributor. Interesting, parents and law enforcement officers were most likely to believe that adolescent hormones play a role in sexual assault, that boys can't control themselves, and that girls lead boys on.

**Table 7.9. Opinions on Contributing Factors to Adolescent Sexual Assault**

Survey Group	N	<i>Teen hormones</i>		
		Yes	No	p*
<i>Advocates</i>	78	4%	96%	<0.001
<i>Law Enforcement</i>	218	34%	66%	
<i>Parents</i>	107	35%	65%	
<i>Teachers</i>	98	11%	89%	
<b>Overall</b>	<b>501</b>	<b>25%</b>	<b>75%</b>	

**Table 7.9. (continued)**

Survey Group	N	<b>Boys cannot control themselves</b>		
		<b>Yes</b>	<b>No</b>	<b>p*</b>
Advocates	78	1%	99%	<0.001
Law Enforcement	221	16%	84%	
Parents	107	19%	81%	
Teachers	98	2%	98%	
<b>Overall</b>	<b>504</b>	<b>11.7%</b>	<b>88.3%</b>	
Survey Group	N	<b>Girls lead boys on</b>		
		<b>Yes</b>	<b>No</b>	<b>p*</b>
Advocates	78	1%	99%	<0.001
Law Enforcement	221	21%	79%	
Parents	107	22%	78%	
Teachers	98	7%	93%	
<b>Overall</b>	<b>504</b>	<b>16%</b>	<b>84%</b>	
Survey Group	N	<b>Teens' lack of understanding about sex and sexual assault</b>		
		<b>Yes</b>	<b>No</b>	<b>p</b>
Advocates	78	88%	12%	0.077
Law Enforcement	221	80%	20%	
Parents	107	85%	15%	
Teachers	98	90%	10%	
<b>Overall</b>	<b>504</b>	<b>84%</b>	<b>16%</b>	
Survey Group	N	<b>Lack of communication between the involved persons</b>		
		<b>Yes</b>	<b>No</b>	<b>p</b>
Advocates	78	36%	64%	0.159
Law Enforcement	221	38%	62%	
Parents	107	45%	55%	
Teachers	98	30%	70%	
<b>Overall</b>	<b>504</b>	<b>37%</b>	<b>63%</b>	

\*Statistically significant differences in selections by group using the  $\chi^2$  test at  $\alpha = 0.05$

The majority of adult respondents overall (77%) correctly responded that the statement, “Sexual assault victims are usually physically injured and require medical attention,” was false. All of the forensic medical examiners correctly responded that this statement was false. Misunderstanding in this area can contribute to difficulties in the prosecution of sexual assaults because many potential jurors might believe that evidence of injury must be present to conclude that a “real” sexual assault has occurred.

**Table 7.10. Physical Injury**

Survey Group	N	Sexual assault victims are usually physically injured and require medical attention.		
		True	False	p*
Advocates	74	26%	74%	0.038
Law Enforcement	220	17%	83%	
Parents	103	25%	75%	
Teachers	95	30%	70%	
<b>Overall</b>	<b>492</b>	<b>23%</b>	<b>77%</b>	
Medical	8	0%	100%	

\*Statistically significant differences in selections by group using the  $\chi^2$  test at  $\alpha = 0.05$

Opinions on whether or not adolescent girls who report sexual assault are less likely to be believed than adults was divided. Overall, 44% thought they were less likely to be believed, 33% indicated that they were not less likely to be believed, and 23% either had no opinion or were unsure. Interestingly, parents were the most likely stakeholder group to believe that adolescents girls were less likely to be believed, and law enforcement were the most likely to believe that there was no difference in believability between adolescents and adults.

**Table 7.11. Are adolescent girls reporting sexual assault less likely to be believed than adults?**

Survey Group	N	Are adolescent girls reporting sexual assault less likely to be believed?			p*
		Yes	No	No opinion or unsure	
Advocates	75	49%	32%	19%	0.040
Law Enforcement	217	35%	40%	25%	
Parents	103	52%	24%	24%	
Teachers	98	49%	30%	21%	
<b>Overall</b>	<b>493</b>	<b>44%</b>	<b>33%</b>	<b>23%</b>	
Medical	8	50%	25%	25%	

\*Statistically significant differences in selections by group using the  $\chi^2$  test at  $\alpha = 0.05$

## **Sexual Assault Education**

Overall, respondents indicated that sexual assault education for students was a good idea. Ninety six percent (96%) indicated it would be helpful or very helpful, and 83% responded that it should be taught in school. Grades 7 and 8 were selected as the predominant grade level at which a sexual assault curriculum should begin. It was clear that respondents felt that there were many different professional groups that could contribute effectively to the development and implementation of a sexual assault curriculum including classroom teachers, life skills teachers, counselors, law enforcement personnel, and speakers from advocacy organizations. Fifty-three percent (53%) of adult respondents felt law enforcement was a good choice to present this topic. Seventy-two percent (72%) of students indicated that they would like to hear from victims. Respondents overall indicated that the least meaningful way to convey information about sexual assault was through lectures (31%). They selected the much more interactive group discussion as the best way to present this information (61%). Guest speakers were also frequently selected (59%) and it can be presumed that this would also lead to interaction on the part of students during a question and answer period at the conclusion of the guest speaker presentation.

**Table 7.12. Should there be sexual assault education for adolescents in school?**

<b>HOW HELPFUL?</b>							
<b>Survey Group</b>	<b>N</b>	<b>How helpful for adolescents to learn about sexual assault?</b>					
		Not helpful at all	Little helpful	Helpful	Very helpful	p*	
Advocates	77	0%	0%	12%	88%	<0.001	
Law Enforcement	218	1%	5%	38%	56%		
Parents	105	0%	1%	27%	72%		
Teachers	98	0%	3%	20%	77%		
<b>Overall</b>	<b>498</b>	<b>1%</b>	<b>3%</b>	<b>28%</b>	<b>68%</b>		
<i>Medical</i>	8	0%	0%	25%	75%		
<b>WHERE</b>							
<b>Survey Group</b>	<b>N</b>	<b>Should a sexual assault curriculum be taught in school?</b>					
		Yes	No	No opinion/ Unsure	p*		
Advocates	77	93%	3%	4%	0.007		
Law Enforcement	220	80%	7%	13%			
Parents	105	78%	2%	20%			
Teachers	96	85%	7%	8%			
<b>Overall</b>	<b>498</b>	<b>83%</b>	<b>5%</b>	<b>12%</b>			
<i>Medical</i>	8	88%	0%	12%			

Table 7.12. (continued)

<b>WHAT GRADE?</b>								
Survey Group	N	At what grade level should sexual assault curriculum be implemented?						
		Elementary	Grade 5/6	Grade 7/8	Grade 9/10	Grade 11/12	Combo	p*
Advocates	77	23%	13%	29%	17%	1%	17%	0.031
Law Enforcement	210	12%	19%	34%	19%	6%	10%	
Parents	104	17%	16%	24%	18%	8%	16%	
Teachers	96	13%	19%	27%	14%	2%	25%	
<b>Overall</b>	<b>487</b>	<b>15%</b>	<b>17%</b>	<b>30%</b>	<b>18%</b>	<b>5%</b>	<b>15%</b>	
<i>Medical</i>	8	50%	38%	12%	0%	0%	0%	
<b>WHO SHOULD TEACH?</b>								
Survey Group	N	Who should be responsible for implementing a school-based sexual assault curriculum? (Multiple choices possible)						
		Classroom teachers	Life skills teachers	Counselors	Law Enforcement	Guest speakers from advocacy organizations	Other	
Advocates	78	35%	63%	63%	56%	80%	14%	
Law Enforcement	219	23%	31%	37%	50%	44%	9%	
Parents	107	22%	60%	51%	50%	41%	12%	
Teachers	98	45%	74%	58%	59%	Not asked	19%	
<b>Overall</b>	<b>502</b>	<b>29%</b>	<b>50%</b>	<b>48%</b>	<b>53%</b>	<b>50%</b>	<b>12%</b>	
<i>Medical</i>	8	100%	100%	100%	100%	100%	----	
<b>Students for comparison</b> (Note: students given additional choices)	388	Classroom teachers	33%					
		Life skills teachers	27%					
		Law Enforcement	36%					
		Victims	72%					
		Parents	28%					
		Peers	39%					
		Doctors	17%					
		Other	3%					

**Table 7.12. (continued)**

<b>HOW SHOULD IT BE TAUGHT?</b>					
<b>Survey Group</b>	<b>N</b>	<b>What is the most meaningful way to convey information about sexual assault?</b>			
		Lecture	Movies/ video	Group discussion	Guest speakers
Students	388	25%	63%	52%	56%
Advocates	78	26%	54%	86%	69%
Law Enforcement	219	41%	43%	65%	55%
Parents	107	36%	46%	65%	60%
Teachers	98	30%	48%	66%	68%
<b>Overall</b>	<b>890</b>	<b>31%</b>	<b>54%</b>	<b>61%</b>	<b>59%</b>
<i>Medical</i>	<i>8</i>	<i>25%</i>	<i>12%</i>	<i>50%</i>	<i>50%</i>

\*Statistically significant differences in selections by group using the  $\chi^2$  test at  $\alpha = 0.05$

## **Discussion**

A total of 900 surveys from six stakeholder groups were analyzed and compared to support the development of a sexual assault curriculum for adolescent students. Overall, there was significant support for the development for this curriculum, and most of the respondents (83%) believed that it should be taught in school. Sixty-two percent of respondents indicated that this curriculum should begin by the 7<sup>th</sup> or 8<sup>th</sup> grades.

In conducting this survey it became apparent all of the stakeholder groups felt that it would be helpful to receive more education about sexual assault, and that the community in general would benefit from education in this area (not just adolescent students).

Respondents recognized that there are many professional disciplines that have an interest in the prevention of adolescent sexual assault, and a curriculum that includes perspectives from different stakeholder groups including teachers, counselors, law enforcement, advocacy groups, medical personnel, and even victims would be most helpful to students. Respondents also recognized the value of group discussions rather than lectures, giving students have the opportunity to interactively ask questions.

The results of these surveys indicate that there is lack of knowledge about the dynamics of adolescent sexual assault among all stakeholder groups (not just students) and there is significant interest among stakeholders in the development of an adolescent sexual assault curriculum that could be used by schools.

## Chapter 8

### Focus Groups

In addition to the survey of stakeholder groups, the Youth Sexual Assault School Based Partnership also decided to conduct focus groups with the same key stakeholder groups to obtain more qualitative information about the development of an adolescent sexual assault curriculum. Four stakeholder groups participated in the focus groups: 1) two student focus groups, 2) one law enforcement focus group, 3) one victim advocate focus group, and 4) one focus group of SDPD Sexual Assault Speakers Bureau instructors. During the focus groups, participants were presented a brief slide show about cases of sexual assault reported to law enforcement in the City of San Diego. They were then asked to comment on the development of a sexual assault curriculum, including recommendations for content, who should deliver the message, and in what format.

In general, adult focus group participants believed that representatives from a number of different professions should deliver this type of curriculum including educators, law enforcement, and victim advocacy. They most highly valued the group discussion style where students had the opportunity to ask questions in a non-judgmental environment. Adults generally thought that male and female students should learn this material together.

Students, on the other hand, seemed much more interested in education that actually involved the victims of the crime. A few students also indicated that they would also like to hear from perpetrators. They seemed most interested in understanding specific event that led up to the crime. They were concerned about what happened, how it could happen, and could it happen to them? Both boys and girls seemed very interested in the legal definitions of rape, child abuse, and unlawful sexual intercourse with a minor (statutory rape). In general, students were more in favor of learning this material in a co-ed environment. However a few of the students felt that there were subjects that boys would only communicate with boys, and girls with girls. Most indicated that they felt it was important to provide an environment where boys could understand what girls were thinking, and girls could understand what boys were thinking.

Interestingly, although the topic for the focus group with students was *rape and sexual assault*, in both student focus groups the dialogue quickly moved to communication between the sexes. Some student questions included:

- How do you know what a girl wants?
- How do you know what a guy wants?
- How do you decide on things?
- What can you do if a girl is teasing you?
- Is sex legal between students?

These questions did not have content related to forcible activities, but reinforced the understanding that students are developmentally learning about their own boundaries and appropriate behaviors.

The table on the following two pages describes 48 possible areas of content that were suggested by focus group participants for an adolescent sexual assault curriculum. The content areas are listed by how frequently the topic was mentioned overall in the focus groups. The number of focus group participants in each stakeholder group to mention the topic is also



described in the table. This format allows the reader to examine the topics that seem to be of most interest to each stakeholder group.

In addition to providing information about content and format, the participants of the focus groups were also asked to assess informational materials developed or collected for the curriculum. This information was used to help to evaluate the curriculum materials selected by the project. Materials reviewed by the focus group participants included brochures, pamphlets, bookmarks, and public service announcements. The results of these assessments are described in the Executive Summary Assessment Section at the beginning of this document.



**Table 8.1. Suggestions for Curriculum Content by Stakeholder Group**

<b>Curriculum Topic</b>	<b>Police</b>	<b>Advocates</b>	<b>Students</b>	<b>Speakers Bureau</b>	<b>Total</b>
1. Definitions of rape and sexual assault	9	6	7	2	24
2. "No means No"	6	14	4		24
3. Laws related to sexual assault	7	8	3		18
4. Most assaults are perpetrated by non-strangers	1	15			16
5. What to do to report the crime	4	2	6	1	13
6. Who is at risk for sexual assault	6		5	1	12
7. Self-respect/trust your instincts		10		2	12
8. Alcohol/drugs and sexual assault		11		1	12
9. How to protect yourself and prevent assault	1	2	4	4	11
10. How rape victims are supported by the community		11			11
11. The risk of sexually transmitted disease	7	2	1		10
12. Communication skills, values and boundaries		6		1	7
13. Resources for the sexual assault victim		5	2		7
14. Our rape culture		4			4
15. How do you define consent?	2	2			4
16. How to stop a harmful relationship			3		3
17. More education about male victims		1	1	1	3
18. Friends and the buddy system		3			3
19. It is not the victim's fault		3			3
20. How do you deal with it after you have been raped?			3		3
21. Why do men rape?			2		2
22. Sexual coercion		2			2
23. Don't be ashamed to report the crime	2				2
24. Both have responsibility for communication	2				2
25. Large age difference between victim & suspect	1	1			2

<b>Curriculum Topic</b>	<b>Police</b>	<b>Advocates</b>	<b>Students</b>	<b>Speakers Bureau</b>	<b>Total</b>
26. Healthy older men don't date young girls	1	1			2
27. Where do most rapes occur?			2		2
28. Educate in both high school and middle school	1				1
29. How rape will affect a victim		1			1
30. How men can prevent rape		1			1
31. His home, his territory		1			1
32. Do I want to have sex and why?		1			1
33. What do healthy relationships look like?		1			1
34. Autonomy over your own body		1			1
35. Rape is a crime of violence		1			1
36. Perpetrators will do it again		1			1
37. How to protect yourself if the crime is occurring			1		1
38. How to say no without misunderstandings			1		1
39. What to do if I have been raped in the past			1		1
40. Guys need to be involved in educational efforts			1		1
41. What are the signs a woman has been raped?			1		1
42. Why do some women not report rape?			1		1
43. Who are people you can talk to about rape?			1		1
44. How does rape rank among other US crimes?			1		1
45. How does rape rank among other SD crimes?			1		1
46. Can you die from sexual assault?			1		1
47. Do family members do it to other family members?			1		1
48. What are rapist thinking and why?			1		1

